New Hello!

Year 2

Term 1

Teacher's Guide

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Introduction

This Introduction contains the following sections:

- The aims of the course
- The curriculum and rationale
- The course components
- A unit in detail
- Teaching *New Hello!*
- Technology
- Assessment

The aims of the course

The framework for *New Hello! English for Secondary Schools* course has been entirely redeveloped by a team of experts, using modern methodology and approaches. The main aim of *New Hello! English for Secondary Schools Year 2* is to equip students of secondary schools with the necessary language, thinking and study skills* to communicate effectively and understand competently spoken and written English. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New style, skills and topics are introduced gradually and practised thoroughly, so that students have the chance to learn and use the language before they move on.

There is a focus on preparing students for the modern world as future employees and citizens so that they can effectively deal with today's challenges. The course achieves this by integrating 21st century skills (such as communication, problem-solving and critical thinking skills), into the learning material and by engaging students with 21st-century issues and established values. Life skills, Values and Issues can, therefore, be found throughout the course. In addition to these universal skills and themes, the course maintains a distinct Egyptian focus, with an emphasis on Egypt's place within Africa and the wider world.

The curriculum and rationale

The course uses a standards-based and learning outcomes-based, communicative approach and methodology for the teaching and learning of English. Students are presented with interesting topics and meaningful situations to help them to progress in their secondary-level language skills. They use and integrate the four language skills (listening, speaking, reading and writing) in meaningful contexts and undertake realistic language tasks which they would potentially undertake in future academic, professional or vocational situations. To do this effectively, student-to-student interaction in class is necessary. Students need to speak and work together cooperatively when asked, they need to help each other when directed, and they need to develop a sense of independence and responsibility for their own learning. Therefore they will need to be able to work together in pairs, as well as in groups, and work on their own or as a whole class.

The course aims to fulfill the standards and learning outcomes set by the Ministry of Education. It aims to assist students in the process of reaching certain behavioural and civic proficiency goals, not only in the English language, but also in the day-to-day interactions which they will encounter throughout their lives.

* Study skills are skills which enable students to learn. Example of study skills are writing notes, reading for gist and self-management, such as managing time. Thinking skills are advanced skills which encourage students to think proactively. Thinking skills include critical thinking, problem solving and decision making.

As students are expected to acquire learning tools and not simply to ingest rules, standards and learning outcomes are valuable and effective supports for good learning. They are clear expectations for what all students should know and be able to do. Teachers become aware that language is a means by which students achieve wider goals, and is not an end in itself. In this context, rote learning as a framework for linguistic progress becomes ineffective because it is insufficient to help students to achieve those wider educational standards.

The integrated skills approach

The curriculum is based around the four skills (reading, writing, listening and speaking). However, in contrast to previous courses where each lesson taught and practised one specific skill, several skills linked by a topic are integrated into one lesson in this course. Reading is combined with writing or listening, for example. The rationale for this new approach is that integrating skills raises student motivation levels and enables students to learn faster because they will not only be reading or listening to input about a given topic, for example, but also discussing or writing about it. Learning through an integrated approach is also extremely effective because it mirrors real-life learning and, therefore, helps students to develop learning skills which they can make use of throughout their lives.

The skills input and practice in each lesson is accompanied by exercises that focus on aspects of vocabulary or language. These exercises give students the opportunity to notice how vocabulary and language is used within the material they have read or listened to and enable them to use vocabulary or language accurately in speaking or writing activities. The key life skills (see below) are also integrated into students' work on the four skills where they are linked to the lesson topics. These same life skills are reinforced throughout the three years of secondary study.

Life Skills

The life skills that are presented and practised in this course are skills which will enable students to effectively meet the challenges of life in the 21st Century. These include:

- **Collaboration:** How to work effectively with other people so that everyone can benefit from the experience and achieve positive outcomes.
- **Creativity**: How to come up with original and innovative ideas to produce something new or achieve improvements.
- **Critical thinking**: How to analyse facts in order to form an opinion about a given topic or situation.
- **Decision-making**: How to evaluate available evidence in order to make the right decisions for given situations.
- **Empathy**: How to understand and show understanding for other people's situations or experiences.
- **Negotiation**: How to discuss a situation with another person in order to achieve a desired outcome.
- **Problem-solving**: How to solve problems effectively and in a timely way.
- **Resilience:** How to deal with difficult situations and recover quickly from setbacks.
- **Respect for diversity:** How to understand and appreciate the differences that exist between people and show an equal amount of respect for all of them.
- **Self-management:** How to take responsibility for your own work, and show good behaviour.
- **Sharing:** How to decide which information to share with other people clearly.

The preceding skills are supported and

developed by a group of values that help these life skills to develop.

Values

In addition to the life skills that are easily recognised, the course also establishes values which students need to be equipped with to support the development of the previous life skills. These values include:

- **Work values:** Perseverance, good communication and honesty.
- **Academic values:** Working with integrity, curiosity and objectivity; showing appreciation of science and scientists.
- **Personal values**: Showing patience, appreciation of others, compassion and independence.
- **Coexistence values**: Appreciating peace, tolerance and acceptance of others; respecting rules, rights and traditions; participation in helping others.

Issues

Issues that students need to confront in the modern world are embedded in the curriculum. These are flagged in the teacher's notes.

Issues include:

- **Non-Discrimination issues**: Learning to avoid discrimination against people of a different religion, children, women or people with special needs.
- **Citizenship issues**: Appreciating loyalty and belonging, national unity, rights and duties; showing legal awareness.
- **Environmental and developmental issues**: Showing awareness of environmental pollution and responsibility towards keeping the environment clean, and an appreciation of sustainable development and community participation.
- **Health and population issues**: Appreciating preventative and therapeutic health; awareness of overpopulation.
- **Issues of globalisation**: Showing awareness of digital citizenship, leading businesses, technology and civilizational communication.

Extending learners' linguistic knowledge

The course develops and extends the language and skills which students have acquired through previous study of the language at Secondary Level 1. Previous structures, lexis and functions are built on and enriched. In the first units of the new materials, students are helped to make the transition from studies at Secondary Level 1 by recycling previously studied language and structures in a new context with more mature content. This approach is continued and intensified through succeeding units, and more new language, skills, structures, tasks and activities are brought in to add to and deepen learners' linguistic knowledge and skills.

Taking account of learner development

These materials were developed with secondary-age students in mind. Topics were chosen to appeal to learners':

- developing physical and emotional identity
- developing awareness of the self as an individual
- interest and engagement in the world beyond the home and classroom
- positive desire to make the world a better place
- transition to greater maturity

- increasing intellectual and emotional independence
- need for positive models of behaviour and achievement

Pointing learners towards the right direction

Activities, skills and tasks in the materials are designed to channel students' developing intellectual abilities and personalities towards:

- acquiring a solid knowledge of the linguistic systems of English
- regularly consolidating and recycling knowledge and skills in new situations
- using language in purposeful, realistic and meaningful contexts
- fostering the ability to think logically, critically and constructively about a range of topics
- developing a sense of responsibility for acquiring language for themselves in contrast to expecting teachers to do this work for them
- acquiring the knowledge, skills, strategies and attitudes which underpin and make possible learner independence
- broadening their abilities to cooperate in acquiring language
- broadening their awareness of educational and civic roles and responsibilities

The Course Components

The components of *New Hello! English for Secondary Schools, Year Two* are as follows:

- Student's Book and Workbook (two termly booklets)
- Teacher's Guide
- Audio, accessed via the Egyptian Knowledge Bank (www.ekb.eg)
- Digital materials, accessed via the Egyptian Knowledge Bank (www.ekb.eg)
- Website: www.newhelloforegypt.com

Student's Book and Workbook

The Student's Book is the principal means of presenting, contextualising, practising and extending the language, topics and skills introduced at this stage.

The general aims of the Student's Book are to:

- contextualise, present and practise target language
- consolidate and extend students' knowledge of English structures, functions and lexis
- extend students' strategies to cope with language skills and language learning
- develop students' sense of independence, autonomy and responsibility for their own language learning
- develop students' critical thinking skills and ability to evaluate and form opinions about and comment on a range of subjects
- give opportunities to review recent language
- expose students to a range of interesting and educationally valuable topics

The Student's Book consists of two terms, each of which is divided into two modules of three main units and a review unit.

- Each of the main units is divided into six lessons, with each lesson designed to take 40–45 minutes of classroom time.
- Lessons 1 and 2 are double-page spreads, lessons 3 and 4 are single pages, and

lessons 5 and 6 are a literature section across four pages.

- The two Review units provide revision of the vocabulary and language from the module and consolidation of the skills taught in them. Each review unit is divided into four lessons.
- At the end of the Student's Book is a Language Review section which provides extra information and examples of the language presented in the book.
- The third unit in each module focuses on a literary work, either prose or poetry. New language is introduced in the context of a series of subjects which engage the attention of the learners and which are a worthwhile and lasting contribution to the learners' broader intellectual and moral education.

The Workbook is intended to accompany the Student's Book, reinforcing the language and grammatical structures that students have already met. The purpose of the Workbook is therefore primarily to consolidate language presented in the Student's Book and to provide students with extra practice in reading, writing and manipulating known language.

- The Workbook content corresponds directly to the Student's Book lesson content. Each main unit in the Workbook is six pages long and there is one page of exercises for each lesson of the Student's Book. Workbook references are given at the end of each relevant Student's Book page.
- The Workbook contains work on vocabulary and follow-on exercises from the reading and listening texts in the Student's Book and often finishes with a writing task within the theme of the unit.
- The core units of the Workbook are not intended to test the students, but to give them an opportunity to use and consolidate what they have learnt and to feel a sense of achievement, progress and confidence.
- The Review units in the Workbook differ from those found in the Student's Book. They are designed to allow students to become more familiar with various types of questions before they sit for their exams. Review unit exercises can be done in pairs or as a class so that students become confident at completing the tasks.
- At the end of each Term book, there are three groups of Practice Exercises, set accordingly to cover various types of questions. These Practice Exercises not only indicate how well students are progressing but also train students to respond to questions aiming to asses their progress.

Teacher's Guide

The Teacher's Guide includes pages from the Student's Book and Workbook alongside the teacher's notes for every element on those pages.

- A scope and sequence table at the start of the book summarises the content of the course, unit by unit.
- The introduction to the course includes a background to the methodological approach, descriptions of the published materials, and notes about useful and effective techniques and activities.
- These teacher's notes outline possible warmers, describe procedures for the implementation of exercises in the classroom and provide explanations of the connections between exercises and the Life Skills, Values and Issues they have been designed to develop.
- Teacher's notes also provide answers

or suggested answers to all exercises and the audio scripts for all of the audio material.

- The Teacher's Guide also contains the answer keys to the Practice Exercises which are located in the Workbook.

Audio

The audio consists of recorded dialogues and listening texts from the Student's Book and Workbook. Full audioscripts are included in the Teacher's Guide within the lesson notes. The audio can be accessed digitally via the Egyptian Knowledge Bank.

Digital materials

There is one accompanying video for each main unit in the Student's Book on a topic covered in the unit. These can be accessed via the Egyptian Knowledge Bank (www.ekb.eg). The videos can be used by teachers to encourage further discussion or reflection on the topics as well as being a useful resource to expand on and explore some of the concepts in more detail.

Website

The website (www.newhelloforegypt.com) is a new feature that provides support material for teachers and students. It also encourages students to practise their computer and internet skills.

A unit in detail

- Lessons 1 and 2 of each unit provide longer reading texts or language presentations; Lessons 3–4 provide integrated skills practice; and Lessons 5 and 6 focus on the course reader: *King Lear*.
- Each main unit focuses on integrated skills (listening, reading, writing and speaking), language use, life skills, values and issues.
- A variety of relevant and interesting reading and writing texts and listening/speaking scenarios are included in the Student's Book units including emails, blogs, articles, stories, interviews, reviews and discussions.

Unit objectives

Unit objectives are provided at the start of each unit and are organised under the following headings: Reading, Writing, Listening, Speaking, Language (use) and Life Skills. Their aim is to provide teachers with a brief overview of what students are going to learn about and do in the unit. The order in which the unit objectives are organised is the same in every unit and does not reflect the order in which these items are presented in the unit. The objectives box also gives students a useful checklist against which to monitor their progress at the end of a unit and to help them as they come to revise for their end of term examinations.

Before you start

Every lesson begins with a *Before you start* activity to introduce the topic, stimulate interest and/or elicit prior knowledge.

Reading

A wide range of text types are used in the Student's Book and these include: emails, articles, blogs, stories, interviews and reviews. The text types chosen reflect modern means of communication which students will encounter in the real world. The exercises which accompany the reading texts are designed to check various reading skills, such as reading

for gist, reading for specific information or reading for detail. The reading texts are often used to introduce key language and vocabulary as well.

Writing

Writing skills are developed in each unit using a step by step approach, usually by introducing a model answer which students are encouraged to analyse before focusing on the stages required to prepare for, plan and write their own texts. There is a variety of text types which range from emails or blogs to short stories or reviews. In some units there is a research exercise which students may do in pairs, small groups or individually. This activity is designed to encourage students to become independent learners. They will find out information on an aspect of their choice within a given topic area. Students are encouraged to use libraries, books at home or the Internet in their research. Students also learn to make notes and plans in preparation for writing. Many of the writing activities are accompanied by a *Writing tip* box which provides students with helpful advice on an important aspect of the writing task.

Listening

Listening tasks give students the opportunity to hear English in a variety of realistic contexts. A wide variety of listening types is included such as conversations, interviews, talks, presentations, quizzes and games. As with the reading tasks, the exercises which accompany the listening tasks are designed to check various listening skills, such as listening for gist, listening for specific information or listening for detail. As well helping to develop their listening skills and improve their pronunciation, the listening tasks often introduce key functional language, such as giving opinions. All audio scripts for the recordings are given in the Teacher's Guide.

Speaking

Speaking exercises give students the opportunity to use the vocabulary and language they have learned to communicate with other students. Speaking is integrated within each unit and encourages students to think for themselves about the topics introduced in the reading and listening activities and put the language from the unit into use. The questions for discussion in pairs, small groups or whole class interactions promote critical thinking and analysis as well as enabling students to consider and connect their learning in class to their emotional development outside the classroom. There is a focus on skills and values such as empathy, cooperation, problem solving and creativity.

Language

New language is presented in a contextualised way in the form of texts with an authentic feel. These texts are then followed by *Focus on Language* boxes which highlight and present the language in a simple, clear and visually appealing way. These also contain a reference to the *Language Review* section at the back of the book which has more detailed explanations and further examples. Students practise the new language, firstly in a controlled way in written exercises which usually ask them to identify the correct form or structure, and then in a freer way by completing sentences or a text. Key language is also practised in the Workbook.

Vocabulary

New vocabulary items are often introduced in the context of reading texts, where they are highlighted in clear bold font. Students are encouraged to notice the new words and deduce their meaning from context while reading. This process is designed to reflect the way in which we typically absorb new vocabulary we encounter outside the

classroom. Vocabulary is practised in a variety of different activities, in both the Student's Book and Workbook. A *Focus on Vocabulary* box encourages students to develop their dictionary skills and increase their knowledge of lexis around the topics.

Life Skills

Life Skills exercises provide students with the chance to develop critical thinking skills and consider different opinions through thought-provoking and challenging discussion topics. Exercises marked by a thought bubble icon particularly require and practise critical thinking skills.

Reader: King Lear

Lessons 5 and 6 of every Student's Book unit is a course reader of *King Lear,* by William Shakespeare. Lessons 5 and 6 provide an excellent opportunity for students to develop the habit of independent extensive reading in English. The importance of fostering extended reading at this level cannot be overemphasised, and the additional material provided in Lessons 5 and 6 enable the student to engage in quality reading. There is scope within these lessons for students to meet some more specialised vocabulary and to discuss the themes covered in more detail. The questions included in Lesson 6 provide a means of focusing and assisting students' reading and of monitoring their progress during the pre-reading, while-reading and post-reading processes.

The lesson also serves to encourage reading independently for pleasure, test students' understanding of plot, incidents and characters and cover a variety of reading skills, including skimming, scanning, summarising, inference, predication and evaluation. The new words and idioms mastered through reading the story add much to students' vocabulary.

Language Review

At the end of the book, there is a *Language Review* section. This highlights key structures introduced in the book and can act as an aid to revision.

Teaching *New Hello!*

As previously noted, a communicative course imposes a number of different roles on how you teach, depending on what you are teaching and at which stage you are in a lesson. The next part discusses some recurring themes which emerge while teaching a communicative course.

Preparation, planning and monitoring

As a teacher, you can make teaching and learning as effective and enjoyable as possible at the beginning of the year by:

- getting to know the course materials very well by reading them through in advance
- planning the academic year
- getting to know individual students' names
- making sure you have any important information about students

As the academic year progresses, regular time and effort will be needed to:

- prepare individual lessons
- learn new teaching methods, techniques and activities
- reflect on successes and constraints in the classroom
- discuss teaching with colleagues
- mark students' written work
- monitor individual students and assess their progress

Using your own initiative

The lesson notes in the Teacher's Guide can provide a useful framework for presenting the students' learning materials. The notes are carefully thought out and well organised. They should be read before a lesson and will provide you with a valuable tool to help in your teaching.

Lesson notes can add to your skill and judgement as an individual teacher, but they cannot replace them. The lesson notes here should not discourage you from using your own initiative as a teacher with a unique knowledge of the needs and characteristics of your own students.

Other considerations

Make sure that learners understand the rubrics in their books and make use of this language when giving instructions for an activity. When setting up pair work and group work, use the same instructions each lesson so that students become familiar with them.

Classroom management

The class can be organised in different ways according to the activity being taught at different times of the lesson. This will be indicated in the detailed notes for each unit. Teachers are encouraged to invest time and effort in training their classes to change from one format to another in an efficient way.

Whole-class

For whole-class work, all students face the teacher. This is useful when introducing new language, using the board to teach new vocabulary, structures or writing patterns, or introducing a new topic.

Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as paragraph writing, writing answers to questions, listening and note taking, and some reading tasks.

Pair work

Students work with a partner to complete tasks. This gives essential practice of oral skills such as when learners engage in discussion activities, exchange ideas and opinions, or complete exercises which involve exchanging information. It is a very natural form of communication. It can also be used in activities when students need to help each other, for example when planning writing tasks.

For some kinds of pair work, for example in controlled practice or when getting students to model new language, students should first work in closed pairs before working in open pairs.

Group work

Students work in groups of three or more to complete tasks. This also allows an opportunity for cooperative learning, and to speak in natural situations.

Cooperation

Students should be encouraged to help each other as much as possible. Research shows that where students help each other, everyone learns better, both the faster and the slower learners.

Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising speaking English, we want

students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things can contradict each other. If a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might hesitate and speak slowly to give lots of thinking time. Conversely, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance accuracy and fluency. When practising and presenting new language, it is perhaps more important to stress accuracy. During oral activities when students are making use of language in a more life-like activity, you should stress fluency, and be prepared to tolerate errors more (and intervene in the lesson less!). In this way, you encourage students to be more responsible for their own learning.

Correcting mistakes

It is important to vary how and when you correct (and indeed sometimes *if* you correct) work according to the kind of activity and the stage of the lesson. The important thing is to maintain students' enthusiasm to speak while at the same time helping them to improve. One consideration is to vary how you correct mistakes. Do not always be the source of corrections yourself. Highlight errors sometimes and give students or their peers the opportunity to correct their own work. Another approach might be to note consistent mistakes, and correct them the next time you review the language.

Technology

Throughout the course, there is an awareness that students will be communicating in a world where digital communication is prevalent and the vast majority of people use technology such as smartphones. This is reflected in the inclusion of text types such as online reviews, messages and blog posts in writing activities.

In some places, the Student's Book will encourage students to use technology themselves in the classroom, whether to complete the *Research* task in a unit or to support the Project. In some schools, using technology in the classroom or at home might not be possible and so, these features have been placed in boxes outside the flow of the lesson to make them easy for teachers to adapt by using conventional research tools if this is the case.

Assessment

Together, the Review Units and the Practice Exercises facilitate ongoing assessment of the students within the classroom and also prepare them for their quarterly exams. The Workbook Revision Units enable teachers to gauge the students' progress and to identify any areas of difficulty that may need extra input. The Practice Exercises help students practise various types of exercises to be ready for the exams.

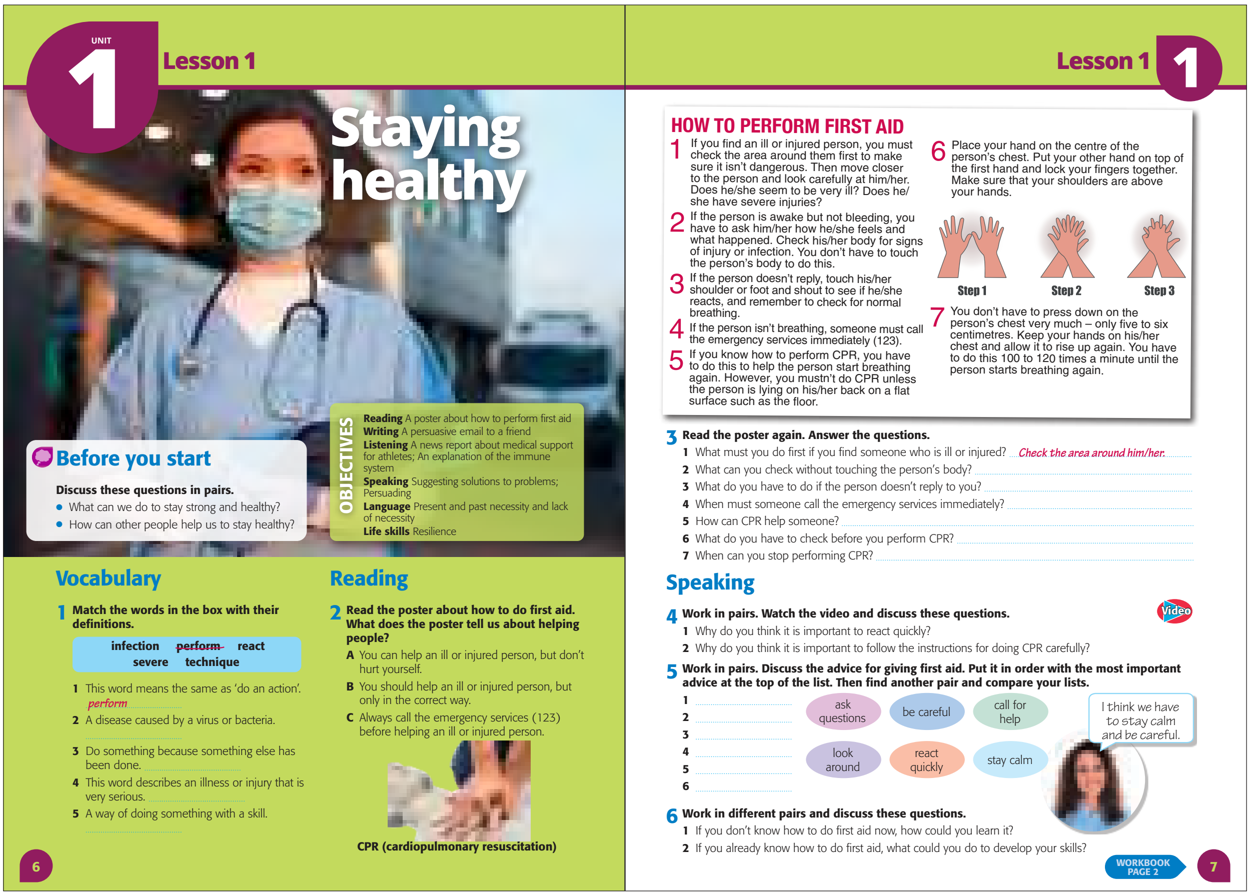
When students work on these exercises on their own and without books, ensure that they are facing the front of the classroom and ask them to remain silent. At the end of the task, collect and mark the students' work. You can record their marks in a mark book.

Individual difficulties can be dealt with by talking with the student or by setting individual exercises which may improve his or her confidence. Talk positively to the students, even about their mistakes. Show them that we learn through making mistakes!

UNIT 1 Staying healthy

Lesson 1

SB pages 6-7 **WB page 2**



UNIT 1 Lesson 1

Staying healthy

Before you start

Discuss these questions in pairs.

- What can we do to stay strong and healthy?
- How can other people help us to stay healthy?

OBJECTIVES

Reading A poster about how to perform first aid
Writing A persuasive email to a friend
Listening A news report about medical support for athletes; An explanation of the immune system
Speaking Suggesting solutions to problems; Persuading
Language Present and past necessity and lack of necessity
Life skills Resilience

Vocabulary

1 Match the words in the box with their definitions.

infection ~~perform~~ react severe technique

1 This word means the same as 'do an action'. *perform*
2 A disease caused by a virus or bacteria. ....
3 Do something because something else has been done. ....
4 This word describes an illness or injury that is very serious. ....
5 A way of doing something with a skill. ....

Reading

2 Read the poster about how to do first aid. What does the poster tell us about helping people?

A You can help an ill or injured person, but don't hurt yourself.
B You should help an ill or injured person, but only in the correct way.
C Always call the emergency services (123) before helping an ill or injured person.

CPR (cardiopulmonary resuscitation)

6

Lesson 1 1

HOW TO PERFORM FIRST AID

1 If you find an ill or injured person, you must check the area around them first to make sure it isn't dangerous. Then move closer to the person and look carefully at him/her. Does he/she seem to be very ill? Does he/she have severe injuries?
2 If the person is awake but not bleeding, you have to ask him/her how he/she feels and what happened. Check his/her body for signs of injury or infection. You don't have to touch the person's body to do this.
3 If the person doesn't reply, touch his/her shoulder or foot and shout to see if he/she reacts, and remember to check for normal breathing.
4 If the person isn't breathing, someone must call the emergency services immediately (123).
5 If you know how to perform CPR, you have to do this to help the person start breathing again. However, you mustn't do CPR unless the person is lying on his/her back on a flat surface such as the floor.
6 Place your hand on the centre of the person's chest. Put your other hand on top of the first hand and lock your fingers together. Make sure that your shoulders are above your hands.

Step 1 Step 2 Step 3

7 You don't have to press down on the person's chest very much – only five to six centimetres. Keep your hands on his/her chest and allow it to rise up again. You have to do this 100 to 120 times a minute until the person starts breathing again.

3 Read the poster again. Answer the questions.

1 What must you do first if you find someone who is ill or injured? *Check the area around him/her.*
2 What can you check without touching the person's body? ....
3 What do you have to do if the person doesn't reply to you? ....
4 When must someone call the emergency services immediately? ....
5 How can CPR help someone? ....
6 What do you have to check before you perform CPR? ....
7 When can you stop performing CPR? ....

Speaking

4 Work in pairs. Watch the video and discuss these questions. Video

1 Why do you think it is important to react quickly?
2 Why do you think it is important to follow the instructions for doing CPR carefully?

5 Work in pairs. Discuss the advice for giving first aid. Put it in order with the most important advice at the top of the list. Then find another pair and compare your lists.

1 ....
2 ....
3 ....
4 ....
5 ....
6 ....

ask questions | be careful | call for help | look around | react quickly | stay calm

I think we have to stay calm and be careful.

6 Work in different pairs and discuss these questions.

1 If you don't know how to do first aid now, how could you learn it?
2 If you already know how to do first aid, what could you do to develop your skills?

WORKBOOK PAGE 2

7

OBJECTIVES

Reading: A poster about how to perform first aid

Writing: A persuasive email to a friend

Listening: A news report about medical support for athletes; An explanation of the immune system

Speaking: Suggesting solutions to problems; Persuading

Language: Present and past necessity and lack of necessity

Life skills: Resilience

Before you start

Discuss these questions in pairs.

1 Refer students to the picture and the title of the unit.

2 Lead a whole class discussion on the importance of following safety precautions when faced with extreme environmental or health conditions, e.g. coronavirus pandemic. Draw attention to the protective clothing and how they help us avoid infection of the woman in the picture (the disposable gloves, mask, etc). Ask students about the importance of these materials,

and if they are enough or if other materials are needed for more protection. Draw further attention to the personal protective equipment that can protect the health practitioner and/or the patient against health and safety risks.

3 Ask students to open their books. Allow students two or three minutes to discuss the two questions and then ask four or five pairs to tell the class their ideas.

Students' own answers.

Vocabulary

1 Match the words in the box with their definitions.

1 Go over the pronunciation of the words in the word box and ask if students know any of these words.

2 Refer students to the example, then allow students to complete the task in pairs. Set time limits and monitor as needed.

3 Have students check their answers in a dictionary and deal with any questions as required.

Answers

1 perform	2 infection	3 react
4 sever	5 technique	

Reading

2 Read the poster about how to do first aid. What does the poster tell us about helping people?

1 Explain that the students must read the poster on page 7 quickly in order to scan for the answer. Tell them not to stop if there are any words they do not know, but to try and understand the gist of the poster.

2 Set a reasonable time limit for students to scan and answer.

3 Invite students to compare answers in small groups, then whole class check.

Answers

B

3 Read the poster again. Answer the questions.

1 Explain that the students will now read the poster again but this time more slowly to answer questions. Refer students to the example answer and ask them to find the answer in the poster.

2 Allow students some time to answer the questions. They can check answers with a partner before whole class feedback.

Answers

1 Check the area around him/her.
2 You can check for signs of injury or infection.
3 Touch them and shout to see if they react. Check for normal breathing.
4 When the person isn't breathing.
5 It can help them start breathing again.
6 That the person is lying on their back on a flat surface.
7 When the person starts breathing again.

Speaking

4 Work in pairs. Watch the video and discuss these questions.

1 Refer students to the video showing someone performing CPR. Explain that the video can be found on the EKB in the digital version of the book. They should answer the questions in pairs. If necessary, remind students how to use the EKB.

2 Explain that the pairs will have 3 minutes to discuss the questions and that they should make notes of their answers.

3 Have each pair join another pair to compare ideas. Then compare ideas as a class.

Students' own answers.

Video script

Have you heard of CPR? It's short for cardiopulmonary resuscitation and it's a technique you perform on a person who isn't responding and isn't breathing. CPR can help someone to stay alive until an ambulance

arrives.

So, before you start performing CPR on someone, you need to call an ambulance. Then while you're waiting for the ambulance, you can start performing CPR with your hands. This is the easiest way of performing CPR and the technique that's used the most often.

Start by getting down on the floor next to the person and putting the base of your hand on the bone in the centre of their chest. Then put your other hand on top of that hand and put the fingers from both hands together.

Move so that your shoulders are above your hands and press 5 or 6 centimetres down onto the person's chest. Then keep your hands on the person's chest, but stop pressing on it. The chest will come back up again.

Repeat this one hundred, or one hundred and twenty times a minute, every minute until the ambulance arrives.

5 Work in pairs. Discuss the advice for giving first aid. Put it in order with the most important advice at the top of the list. Then find another pair and compare your lists.

1 Give students time to look at the advice before setting them in pairs to discuss their views. Set a time limit. Monitor and offer support as needed.

2 Lead whole class feedback. Encourage students to justify their views with practical examples.

Students' own answers.

6 Work in different pairs and discuss these questions.

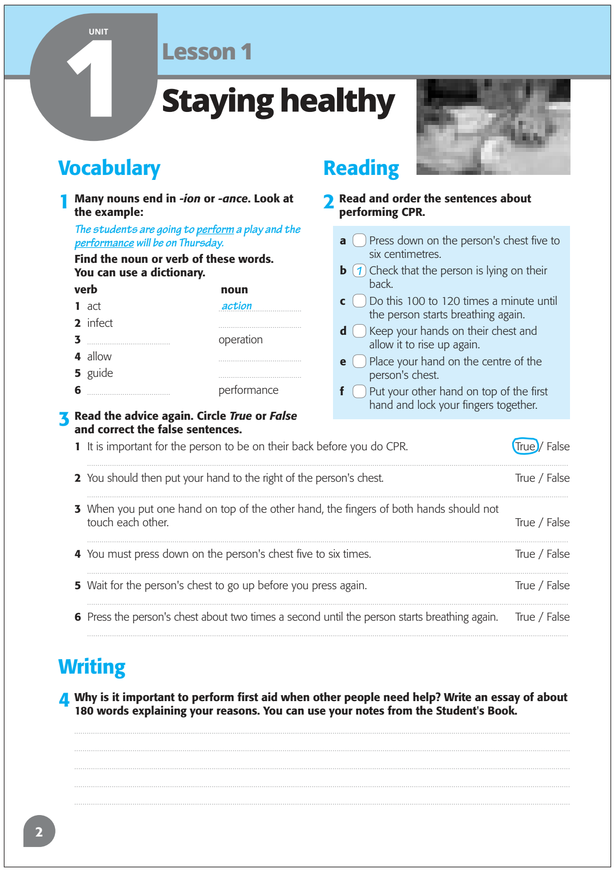
1 Tell students to look at the questions, and ask if anyone in the class knows how to do first aid. How did they learn it?

2 Put students in pairs and ask them to discuss the questions. Move around the room offering support as necessary.

3 Ask the pairs to report back to the class and make notes of the ideas that come up on the board.

Students' own answers.

WB page 2



UNIT 1 Lesson 1

Staying healthy

Vocabulary

1 Many nouns end in *-ion* or *-ance*. Look at the example:

The students are going to perform a play and the performance will be on Thursday.

Find the noun or verb of these words. You can use a dictionary.

verb	noun
1 act	*action*
2 infect	....
3	operation
4 allow	....
5 guide	....
6	performance

Reading

2 Read and order the sentences about performing CPR.

a ☐ Press down on the person's chest five to six centimetres.
b ① Check that the person is lying on their back.
c ☐ Do this 100 to 120 times a minute until the person starts breathing again.
d ☐ Keep your hands on their chest and allow it to rise up again.
e ☐ Place your hand on the centre of the person's chest.
f ☐ Put your other hand on top of the first hand and lock your fingers together.

3 Read the advice again. Circle *True* or *False* and correct the false sentences.

1 It is important for the person to be on their back before you do CPR. (True) / False
2 You should then put your hand to the right of the person's chest. True / False
3 When you put one hand on top of the other hand, the fingers of both hands should not touch each other. True / False
4 You must press down on the person's chest five to six times. True / False
5 Wait for the person's chest to go up before you press again. True / False
6 Press the person's chest about two times a second until the person starts breathing again. True / False

Writing

4 Why is it important to perform first aid when other people need help? Write an essay of about 180 words explaining your reasons. You can use your notes from the Student's Book.

2

Vocabulary

1 Many nouns end in -ion or -ance. Look at the example: *The students are going to <u>perform</u> a play and the <u>performance</u> will be on Thursday.*

Find the noun or verb of these words. You can use a dictionary.

1 Write the first example on the board and ask students if they know any other forms of the root word *act* e.g. actor.

2 Tell students to complete the exercise alone or in pairs. They can check their dictionaries if they wish.

3 Check answers as a whole class.

Answers

1 action	2 infection	3 operate
4 allowance	5 guidance	6 perform

Reading

2 Read and order the sentences about performing CPR.

1 Read through the sentences and check for any unknown vocabulary.

2 Give students 3 minutes to complete the task on their own then they check their answers in pairs.

3 Go through the answers as a class.

Answers

1 b 2 e 3 f 4 a 5 d 6 c

3 Read the advice again. Circle *True* or *False* and correct the false sentences.

1 Put students in pairs to read the sentences. Monitor and support as needed.

2 Students complete the task then they check their answers in pairs.

3 Check as a class by inviting answers from different students. Ask students to justify their answers and correct the false sentences. Encourage them to say where in the text they found the answers.

Answers

1 True
2 False. You should then put your hand on the centre of the person's chest.
3 False. The fingers of both hands should lock together.
4 False. You must press down on the person's chest five to six centimetres.
5 True
6 True. (Two times a second is around 120 times a minute.)

Writing

4 Why is it important to perform first aid when other people need help? Write an essay about 180 words explaining your reasons. You can use your notes from the Student's Book.

1 You could provide an example by speaking about someone who has performed first aid.

2 Use prompt words or questions on the board to structure your model, e.g. who might need help? why is first aid important?

3 Tell students to discuss ideas in pairs or small groups first. Tell them to note down ideas. They can refer to the texts and their notes in the Student Book if they wish.

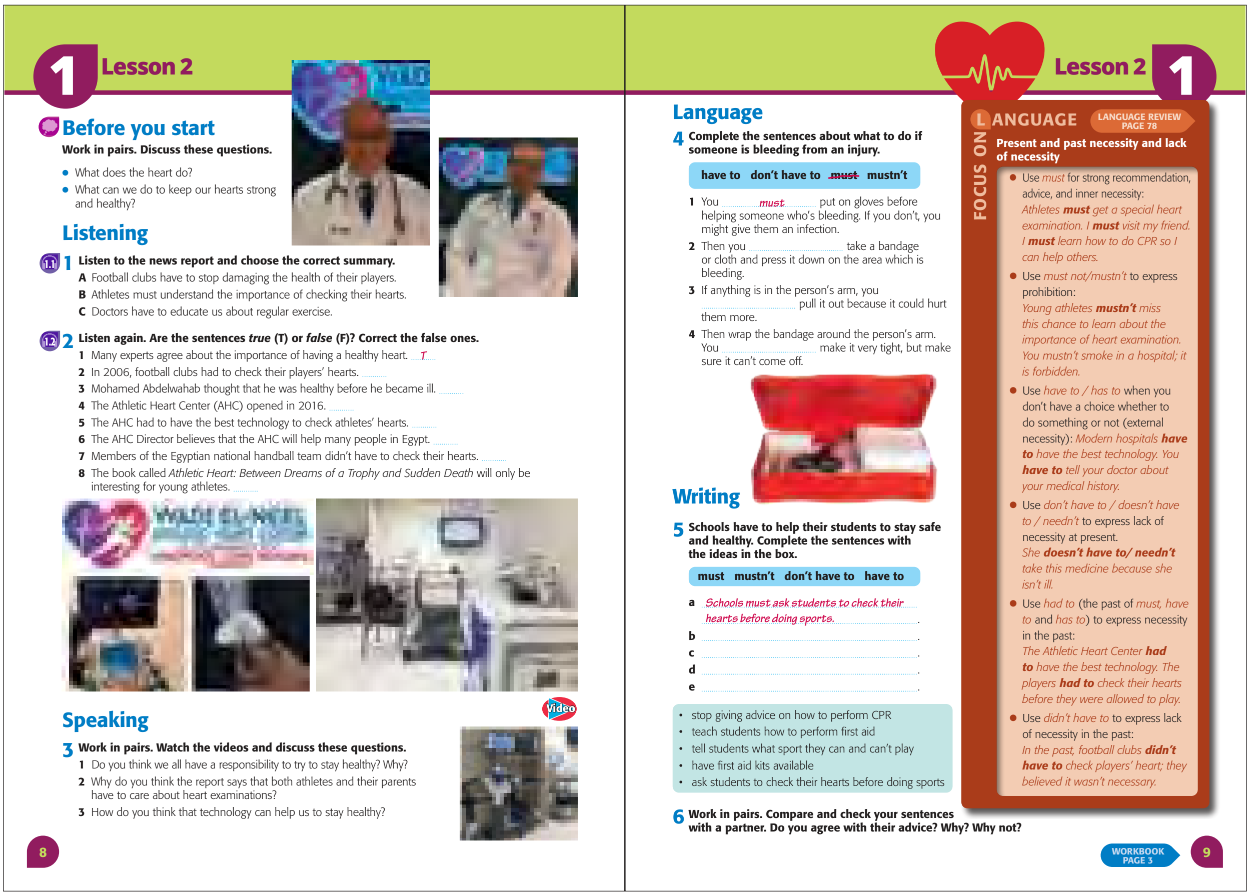
4 Allow time for them to write their essays; go round and check their work, offering prompts if necessary. Encourage students to ask for peer feedback on their essays.

5 Invite different students to read out their essays to the class. Try to choose students who have chosen different reasons. Space and time permitting, display the students' work on the walls and have a gallery walk. You can take in their work to mark and correct mistakes later if possible.

Students' own answers.

Lesson 2

SB pages 8–9 WB page 3


1 Lesson 2

Before you start

Work in pairs. Discuss these questions.

- What does the heart do?
- What can we do to keep our hearts strong and healthy?

Listening

1.1 1 Listen to the news report and choose the correct summary.

A Football clubs have to stop damaging the health of their players.
B Athletes must understand the importance of checking their hearts.
C Doctors have to educate us about regular exercise.

1.2 2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false ones.

1 Many experts agree about the importance of having a healthy heart. T
2 In 2006, football clubs had to check their players' hearts. ......
3 Mohamed Abdelwahab thought that he was healthy before he became ill. ......
4 The Athletic Heart Center (AHC) opened in 2016. ......
5 The AHC had to have the best technology to check athletes' hearts. ......
6 The AHC Director believes that the AHC will help many people in Egypt. ......
7 Members of the Egyptian national handball team didn't have to check their hearts. ......
8 The book called *Athletic Heart: Between Dreams of a Trophy and Sudden Death* will only be interesting for young athletes. ......

Speaking

Video

3 Work in pairs. Watch the videos and discuss these questions.

1 Do you think we all have a responsibility to try to stay healthy? Why?
2 Why do you think the report says that both athletes and their parents have to care about heart examinations?
3 How do you think that technology can help us to stay healthy?

8

Lesson 2 1

Language

4 Complete the sentences about what to do if someone is bleeding from an injury.

have to / don't have to / ~~must~~ / mustn't

1 You ...must... put on gloves before helping someone who's bleeding. If you don't, you might give them an infection.
2 Then you .... take a bandage or cloth and press it down on the area which is bleeding.
3 If anything is in the person's arm, you .... pull it out because it could hurt them more.
4 Then wrap the bandage around the person's arm. You .... make it very tight, but make sure it can't come off.

Writing

5 Schools have to help their students to stay safe and healthy. Complete the sentences with the ideas in the box.

must / mustn't / don't have to / have to

a *Schools must ask students to check their hearts before doing sports.*
b ....
c ....
d ....
e ....

- stop giving advice on how to perform CPR
- teach students how to perform first aid
- tell students what sport they can and can't play
- have first aid kits available
- ask students to check their hearts before doing sports

6 Work in pairs. Compare and check your sentences with a partner. Do you agree with their advice? Why? Why not?

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 78

Present and past necessity and lack of necessity

- Use *must* for strong recommendation, advice, and inner necessity: *Athletes **must** get a special heart examination. I **must** visit my friend. I **must** learn how to do CPR so I can help others.*
- Use *must not/mustn't* to express prohibition: *Young athletes **mustn't** miss this chance to learn about the importance of heart examination. You mustn't smoke in a hospital; it is forbidden.*
- Use *have to / has to* when you don't have a choice whether to do something or not (external necessity): *Modern hospitals **have to** have the best technology. You **have to** tell your doctor about your medical history.*
- Use *don't have to / doesn't have to / needn't* to express lack of necessity at present. *She **doesn't have to/ needn't** take this medicine because she isn't ill.*
- Use *had to* (the past of *must, have to* and *has to*) to express necessity in the past: *The Athletic Heart Center **had to** have the best technology. The players **had to** check their hearts before they were allowed to play.*
- Use *didn't have to* to express lack of necessity in the past: *In the past, football clubs **didn't have to** check players' heart; they believed it wasn't necessary.*

WORKBOOK PAGE 3

9

Before you start

Work in pairs. Discuss these questions

1 Put students in pairs to discuss the questions.

2 Ask three or four pairs to report their answers back to the class.

Suggested answers

- The heart is a muscle that pumps blood around the body.
- To keep our hearts healthy, we should eat healthily and do exercise.

Listening

1 Listen to the news report and choose the correct summary.

1 Read the sentences with students and remind them to listen for the gist of the report.

2 Students listen then check their answers in pairs.

3 Go through the answers with the whole class; if necessary, play the recording again.

Answer

B

Audioscript

Most of us know that we need to stay healthy and many of us enjoy sports. But some young athletes believe that they don't need to worry about heart problems until they get very ill. However, health experts agree that athletes must get a special heart examination before they can be completely sure that they don't have a problem.

For example, in 2006, Mohamed Abdelwahab was an Egyptian footballer from Fayum who seemed to be very healthy. At that time, football clubs didn't have to check their players' hearts, but then Abdelwahab fell down while he was training. Sadly, although the emergency services took him to hospital, Abdelwahab didn't survive.

Fortunately, Egypt became a pioneer in athletic heart care in 2018 when it established the first Athletic Heart Center in the Middle East in Wadi El Neel Hospital.

It was decided that the AHC had to have the best technology to check every detail of an athlete's heart. And Dr Hazem Khamis, the Hospital Director, has said that the centre will help to protect everyone who enjoys sport in Egypt, and it will work with Liverpool John Moores University to help athletes abroad.

Dr Ahmed Ashraf Eissa, who is the Executive Director of the centre, also believes that anyone who does any kind of sport should check the health of their heart first. For example, the members of the Egyptian national handball team take full tests of their hearts before major competitions, such as the World Handball Championships.

And now Dr Hazem and Dr Ahmed have published a book together so that everyone can understand the importance of having a healthy heart. It's called Athletic Heart: Between Dreams of a Trophy and Sudden Death. *Young athletes, and their families, mustn't miss this chance to learn about the importance of heart examinations to stay fit and healthy.*

2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false ones.

1 Read through the sentences with the class, checking understanding.

2 Play the first part of the audio and pause after the example answer.

3 Play the rest of the recording. Students complete the task then they check their answers in pairs.

4 Go through the exercise with the class. If necessary, play the recording again.

5 Ask different students to correct the false statements.

Answers

1 True
2 False. They didn't have to.
3 True
4 False. It opened in 2018.
5 True
6 True. Anyone who does any kind of sport should check the health of their heart first.
7 False.
8 False. Everyone should learn the importance of having a healthy heart.

Speaking

3 Work in pairs. Watch the videos and discuss these questions.

1 Read the questions with the students. Tell them that they will watch two videos. Discuss the questions in pairs and express their opinions.

2 Review different ways to express an opinion, agree and disagree. Note some useful phrases on the board as needed.

3 Then put students in pairs to complete the task. Remind students to make notes of their views. Go around and listen, offering support when needed.

4 Invite students to share their answers with the whole class. You could write the students' ideas on the board e.g. Why? and Why not? for question 1, then lead a whole class debate, monitoring as necessary.

Students' own answers.

Video script

This is the Wadi El-Neel Athletic Heart Center in collaboration with John Moores University, Liverpool. Wadi El Neel Hospital Director is also the head of Egypt's National Handball Federation Medical Committee for 2021.

The National Handball Medical Committee is responsible for all medical affairs of the 2021 International Handball Championship to be held in Egypt in 2021. In this video, the national men's handball team begin their pre-season assessment in preparation for this upcoming tournament.

The medical staff of the Athletic Heart Center check the players' hearts. Blood tests are conducted on the

team, as well as stress EKG tests and heart echo tests. The medical team from Wadi El Neel Hospital will collaborate very closely with different national medical committees to ensure that this tournament is a source of pride to all Egyptian citizens.

Video script

Sudden Cardiac Death

The frequency of sudden cardiac arrest (SCA) in sport players in unknown, largely due to the absence of mandatory reporting. A report on 269 victims of sudden cardiac death (SCD) in Italy showed that 49 were athletes and the remaining 220 were non-athletes. This meant that the rate was 1.6 per 100,000 athletes per year compared with 0.8 per 100,000 people in the general population.

Wadi El-Neel Hospital and Liverpool John Moores University signed an agreement to establish the first and biggest Athletic Heart Center in Egypt, Africa and the Middle East. March 11, 2018 marked the opening of Wadi El-Neel Athletic Heart Center in collaboration with LJMU.

State of the art medical equipment include:

- *VO2 Max: To assess the functional capacity of the lung and heart.*
- *Halter: Satellite dynamic ECG recorder for 40 days*
- *Dynamic halter ECG recorder: For swimmers and divers*
- *Stress ECG*
- *4D ECG*
- *Cardiac MRI Unit*
- *Cardiac CT Unit*
- *Cardiac Angiography Unit*

The Athletic Heart Center's goals:

- *Screening and prevention of sudden cardiac death in young athletes.*
- *Treatment of cardiac diseases among athletes and non-athletes who perform sports.*

The data of sudden cardiac death among African players is not clear due to insufficient data on African hearts. Open channels of collaboration with African countries to screen, treat, and prevent sudden cardiac death are required in order to obtain more data.

"We are seeking to change the culture and to spread the importance of screening before sport participation in Egypt and Africa," said the Director of Wadi El-Neel Hospital and head of the AHC.

4 Complete the sentences about what to do if someone is bleeding from an injury.

1 Look at sentences 1-4 and focus students' attention on the gaps.

2 Look at the example sentence with the students and point out that **have to** is also possible, but **must** is stronger especially if we talk about strong recommendation for doing something. Refer students to the rules in the *Focus on Language* box and *Language Review* section. Allow time for students to complete the task alone or in pairs. Ask different students to read out the answers.

Answers

1 must 2 have to 3 mustn't 4 don't have to

Writing

5 Schools have to help their students to stay safe and healthy. Complete the sentences with the ideas in the box.

1 Look at the instructions and the ideas in the box. Clarify any new words as needed.

2 Elicit other ideas and make a note of acceptable answers on the board.

3 Then allow students some time to complete the task with ideas from the box or ideas of their own. Remind students to think about whether this is a strong recommendation, external necessity, prohibition, not necessary or something that should not be done. Go around and monitor, offering support when needed.

Suggested answers

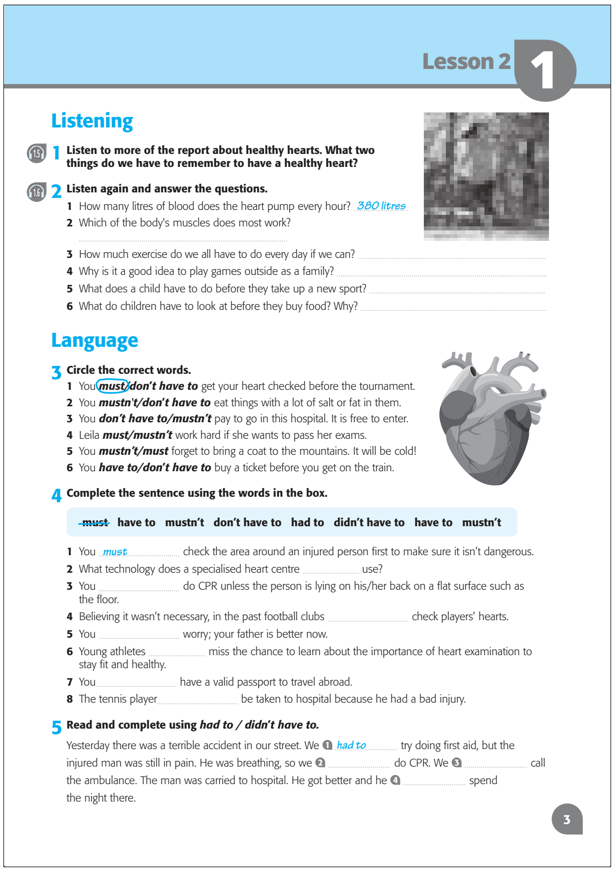
a Schools must ask students to check their hearts before doing sports.
b Schools mustn't stop giving advice on how to perform CPR. Schools have to teach students how to perform first aid.
c Schools don't have to tell students what sport they can and can't play.
d Schools have to have first aid kits available.
e Schools must ask students to check their hearts before doing sports.

6 Work in pairs. Compare and check your sentences with a partner. Do you agree with their advice? Why? Why not?

1 Have students work in pairs to share their ideas and give feedback on the correct use of modals of necessity and lack of necessity.

2 Invite a few students to share their sentences with the whole class and discuss any difference of opinions.

WB page 3



Lesson 2 1

Listening

1.5 **1 Listen to more of the report about healthy hearts. What two things do we have to remember to have a healthy heart?**

1.6 **2 Listen again and answer the questions.**

1 How many litres of blood does the heart pump every hour? *380 litres*
2 Which of the body's muscles does most work? ....
3 How much exercise do we all have to do every day if we can? ....
4 Why is it a good idea to play games outside as a family? ....
5 What does a child have to do before they take up a new sport? ....
6 What do children have to look at before they buy food? Why? ....

Language

3 Circle the correct words.

1 You ***must/don't have to*** get your heart checked before the tournament.
2 You ***mustn't/don't have to*** eat things with a lot of salt or fat in them.
3 You ***don't have to/mustn't*** pay to go in this hospital. It is free to enter.
4 Leila ***must/mustn't*** work hard if she wants to pass her exams.
5 You ***mustn't/must*** forget to bring a coat to the mountains. It will be cold!
6 You ***have to/don't have to*** buy a ticket before you get on the train.

4 Complete the sentence using the words in the box.

~~must~~ have to mustn't don't have to had to didn't have to have to mustn't

1 You *must* .... check the area around an injured person first to make sure it isn't dangerous.
2 What technology does a specialised heart centre .... use?
3 You .... do CPR unless the person is lying on his/her back on a flat surface such as the floor.
4 Believing it wasn't necessary, in the past football clubs .... check players' hearts.
5 You .... worry; your father is better now.
6 Young athletes .... miss the chance to learn about the importance of heart examination to stay fit and healthy.
7 You .... have a valid passport to travel abroad.
8 The tennis player .... be taken to hospital because he had a bad injury.

5 Read and complete using *had to / didn't have to.*

Yesterday there was a terrible accident in our street. We (1) *had to* .... try doing first aid, but the injured man was still in pain. He was breathing, so we (2) .... do CPR. We (3) .... call the ambulance. The man was carried to hospital. He got better and he (4) .... spend the night there.

3

Listening

1 Listen to more of the report about healthy hearts. What two things do we have to remember to have a healthy heart?

1 Brainstorm a few ideas on the board before students listen.

2 Play the recording once and ask students if any of their ideas were mentioned.

3 Check answers as a class.

Answers

Eat well and do lots of exercise.

Audioscript

Of course, not everyone will become an athlete or a footballer, but that does not mean we should forget about our hearts. So what should parents do to help their children stay free from heart disease?

Your heart pumps about 380 litres of blood through your body every hour. This is a lot of work. In fact, your heart has to work harder than any other muscle in your body. That is why we need to keep it fit and healthy.

We all need to exercise for 30 minutes every day if we can. We should all get lots of exercise – that means Mum and Dad as well as the children. Try to walk, cycle, swim or play games outside as often as you can. Play together as a family and it will be more fun. If a child decides to take up a new sport, send them to visit a doctor to check their heart first. They'll probably be fine, but the doctor will need to do some tests to check.

Eat healthily, too. Show your children that they need to look at the labels before they buy something. They mustn't eat too much of something if it has a lot of salt or fat in it.

Eat well, do lots of exercise and you should have healthy hearts for life!

2 Listen again and answer the questions.

1 Give students time to read through the questions and deal with any unknown vocabulary.

2 Play the recording and pause when the example answer is given. Check for understanding.

3 Play the rest of the recording. Allow students to check answers with a peer then play the recording again as needed.

4 Check answers as a class.

Answers

1 380 litres
2 The heart
3 30 minutes
4 It will be more fun.
5 check their heart
6 They have to look at the labels, to check whether it has too much salt or fat

Language

3 Circle the correct words.

1 Tell students to read the example, then allow time for them to complete the task

alone or in pairs.

2 Check answers as a class.

3 Allow students enough time to write similar sentences for their classmates.

Answers

1 must	2 mustn't	3 don't have to
4 must	5 mustn't	6 have to

4 Complete the sentences using the words in the box.

1 Read the first example with students and remind them of the different uses of modals of necessity and lack of necessity.

2 Allow time for students to work in pairs to complete the task if they wish.

3 Invite volunteers to read out their answers to the class.

Answers

1 must	2 have to
3 mustn't	4 didn't have to
5 don't have to	6 mustn't
7 have to	8 had to

5 Read and complete using *had to* / *didn't have to*.

1 Read the example answer with the students to establish understanding.

2 Have students complete the task alone and monitor and support as needed.

3 Have pairs share their answers with each other.

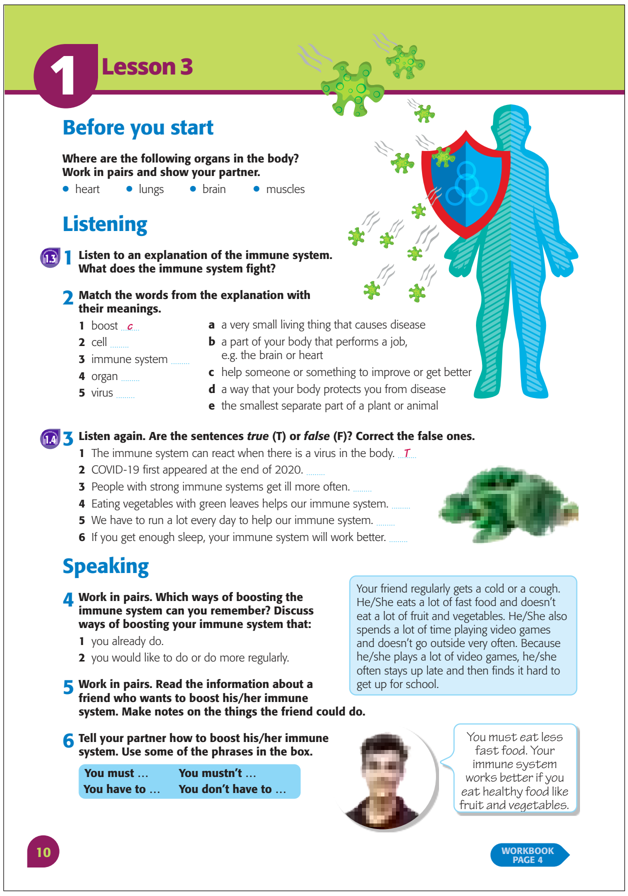
4 Invite a few students to share their answers with the whole class.

Answers

1 had to
2 didn't have to
3 had to
4 didn't have to

Lesson 3

SB page 10 WB page 4



1 Lesson 3

Before you start

Where are the following organs in the body? Work in pairs and show your partner.

- heart
- lungs
- brain
- muscles

Listening

1.3 **1 Listen to an explanation of the immune system. What does the immune system fight?**

2 Match the words from the explanation with their meanings.

1 boost c
2 cell ......
3 immune system ......
4 organ ......
5 virus ......

a a very small living thing that causes disease
b a part of your body that performs a job, e.g. the brain or heart
c help someone or something to improve or get better
d a way that your body protects you from disease
e the smallest separate part of a plant or animal

1.4 **3 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false ones.**

1 The immune system can react when there is a virus in the body. T
2 COVID-19 first appeared at the end of 2020. ......
3 People with strong immune systems get ill more often. ......
4 Eating vegetables with green leaves helps our immune system. ......
5 We have to run a lot every day to help our immune system. ......
6 If you get enough sleep, your immune system will work better. ......

Speaking

4 Work in pairs. Which ways of boosting the immune system can you remember? Discuss ways of boosting your immune system that:

1 you already do.
2 you would like to do or do more regularly.

Your friend regularly gets a cold or a cough. He/She eats a lot of fast food and doesn't eat a lot of fruit and vegetables. He/She also spends a lot of time playing video games and doesn't go outside very often. Because he/she plays a lot of video games, he/she often stays up late and then finds it hard to get up for school.

5 Work in pairs. Read the information about a friend who wants to boost his/her immune system. Make notes on the things the friend could do.

6 Tell your partner how to boost his/her immune system. Use some of the phrases in the box.

You must …	You mustn't …
You have to …	You don't have to …

10

WORKBOOK PAGE 4

Before you start

Where are the following organs in the body? Work in pairs and show your partner.

1 Write *Organs in the Body* on the board and elicit or explain the meaning as needed. Then ask students to think of as many organs as they can. This can be a short team competition.

2 Read the instructions and have students answer in pairs.

Students' own answers.

Listening

1 Listen to an explanation of the immune system. What does the immune system fight?

1 Read the instructions and the question.

Clarify the meaning of immune system as needed.

2 Students listen while you play the recording. Remind students they are only listening for the one answer.

Answers

Viruses/diseases

Audioscript

Our organs are the parts of our bodies that help us to do things, like the brain that thinks, or the heart that sends blood around our bodies. The immune system comes from the cells and organs that work together to protect us from diseases.

The immune system does this by destroying things that get into our bodies like viruses. A virus is a very, very small thing that causes a disease. The disease could be something ordinary, like the kind of cold we all get sometimes, or it could be something serious like COVID-19, which first appeared at the end of 2019.

When a virus gets into a part of the body, a message is sent to the immune system. Then the immune system reacts by sending cells to find the virus. Cells are the smallest, separate living things in our bodies and they are small enough to fight against a disease.

Some people's immune systems work better than other people's. We all want our immune systems to be strong so we can stay healthy, so what can we do to help?

We can boost our immune system by eating a lot of fruit and vegetables, especially vegetables with green leaves. We also need to exercise regularly. We don't have to run 50 kilometres every day, but we need to be as active as possible.

We also need to make sure that we get enough sleep. For most people that means at least seven hours every night. Finally, we must do things like washing our hands regularly, which will help us to avoid getting a virus or an infection in the first place.

We also need to do things like covering our mouths when we cough to stop other people getting an infection or virus.

2 Match the words from the explanation with their meanings.

1 Give students time to read through the words on the left and give the meaning of any words they know. Look at the example together.

2 Then ask students to complete the task in pairs. Set time limits and monitor as needed. Allow students to refer to a dictionary if necessary.

3 Nominate students to give their answers.

Answers

1 c 2 e 3 d 4 b 5 a

3 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false ones.

1 Read the instructions and give students time to read through the sentences to check for any unknown words.

2 Students listen while you play the first sentence. Pause, check students' understanding then play the rest of the recording. Pause as needed.

3 Students check their answers in pairs.

4 Go through the answers with the whole class and remember to have students correct the false sentences; if necessary, play the recording again.

5 With weaker students, distribute the audioscript so they can read and listen at the same time.

Answers

1 True
2 False. It appeared at the end of 2019.
3 False. People with strong immune systems get ill less often.
4 True
5 False. You don't have to run a lot every day to help your immune system, but you need to stay as active as possible.
6 True

Speaking

4 Work in pairs. Which ways of boosting the immune system can you remember? Discuss ways of boosting your immune system that: 1 you already do. 2 you would like to do or do more regularly.

1 Give students time to read through the instructions. Encourage them to use the words they saw in Exercises 2 and 3 and some of the ideas they heard in the listening.

2 Then allow students to complete the task in pairs. Set time limits and monitor as needed.

3 Ask a few volunteer pairs to share their ideas with the rest of the class. You could rank students' ideas in terms of most/least practical.

Students' own answers.

5 Work in pairs. Read the information about a friend who wants to boost his/her immune system. Make notes on the things the friend could do.

1 Give students time to read through the instructions and speech bubbles and deal with any new words. Encourage students to use the words they saw in Exercises 2 and 3 and some of the ideas they heard in the listening.

2 Then allow students to complete the task in pairs. Set time limits and monitor as needed. Make sure they make notes.

Suggested answers

The friend could:

- eat more fruit and vegetables, especially vegetables with green leaves.
- be more active.
- get more sleep.

6 Tell your partner how to boost his/her immune system. Use some of the phrases in the box.

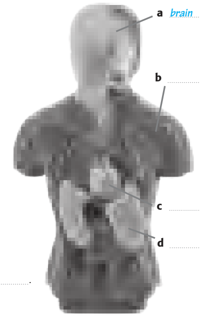
1 Have students work in pairs to give each other advice. Remind students to use the modals of necessity and lack of necessity and refer them to the examples in the box at the bottom of the page.

2 Set time limits and monitor as needed. You could also have students mingle so they speak to as many peers as possible.

3 Feedback by asking a few volunteers to share their ideas with the rest of the class. You could create a list of ways to boost our immune system.

Students' own answers.

WB page 4



1 Lesson 3

Vocabulary

1 Label the body with these words. Can you add any more words?

~~brain~~ heart lungs muscles

2 Complete the sentences with the correct word.

boost cell immune system organ ~~virus~~

1 A *virus* .... can make lots of people very ill.
2 The skin is the body's largest ....
3 The advertisement will really .... the number of toys the shops sell.
4 You can see a .... of an onion using a simple microscope.
5 A good diet can help to support your ....

Language

3 Match the two parts of the sentences to make complete sentences.

1 We can boost our immune system by
2 We don't have to run 50 kilometres every day, but
3 We must also make sure that
4 We must do things
5 Washing our hands will help us to avoid
6 We must also do things like

a covering our mouths when we cough.
b like washing our hands regularly.
c we have to be as active as possible.
d getting a virus or an infection in the first place.
e eating a lot of fruit and vegetables.
f we get enough sleep.

Writing

4 Write a report of what you have learnt about the immune system. Think about the following ideas and write about 180 words.

- What must and mustn't you eat?
- What should you do to stay healthy?

4

Vocabulary

1 Label the body with these words. Can you add any more words?

1 Give students time to look at the picture and the words in the box. Clarify any unknown vocabulary.

2 Have students complete the task alone. Then check in pairs.

3 Ask students to read out the answers. Write the words on the board and the students add to them. Praise good work.

Answers

a brain b muscles c heart d lungs

2 Complete the sentences with the correct word.

1 Refer the students to the words in the word

bank and clarify as needed. Look at the example sentence together.

2 Students can complete this task alone or in pairs. Monitor and support as needed as students complete the task. Set time limits to keeps the students on track.

3 Ask students read out their answers.

Answers

a virus	2 organ	3 boost
4 cell	5 immune system	

Language

3 Match the two parts of the sentences to make complete sentences.

1 Have the students read only the stems in the column on the left and try to complete the sentences with their own ideas.

2 Then have the students look at the parts in the column on the right to see if they can find a match. Students can complete the task alone or in pairs.

3 Lead a whole class check by having one student read out the stem and another read out the end of the sentence.

Answers

1 e	2 c	3 f	4 b	5 d	6 a

Writing

4 Write a report of what you have learnt about the immune system. Think about the following ideas and write about 180 words.

1 Students can complete this task alone or in pairs.

2 Remind students to include the information required in the bullet points.

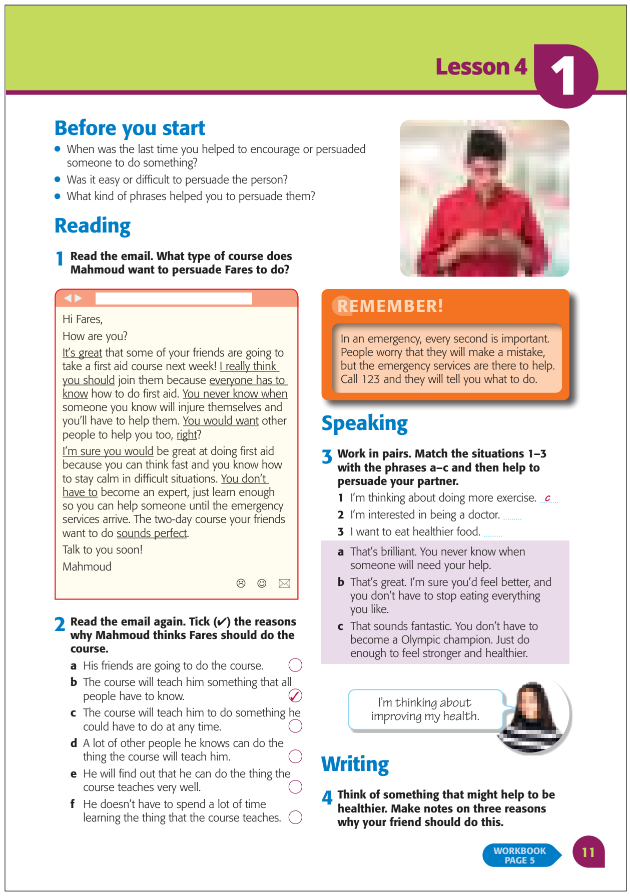
3 Monitor and support as students complete the task. Encourage students to use modals of obligation.

4 Have pairs compare their reports. You can collect these for marking. Encourage peer review for clear ideas and for spelling, grammar and punctuation.

Students' own answers.

Lesson 4

SB page 11 WB page 5


Lesson 4 1

Before you start

- When was the last time you helped to encourage or persuaded someone to do something?
- Was it easy or difficult to persuade the person?
- What kind of phrases helped you to persuade them?

Reading

1 Read the email. What type of course does Mahmoud want to persuade Fares to do?

Hi Fares,

How are you?

It's great that some of your friends are going to take a first aid course next week! I really think you should join them because everyone has to know how to do first aid. You never know when someone you know will injure themselves and you'll have to help them. You would want other people to help you too, right?

I'm sure you would be great at doing first aid because you can think fast and you know how to stay calm in difficult situations. You don't have to become an expert, just learn enough so you can help someone until the emergency services arrive. The two-day course your friends want to do sounds perfect.

Talk to you soon!

Mahmoud

2 Read the email again. Tick (✓) the reasons why Mahmoud thinks Fares should do the course.

a His friends are going to do the course. ○
b The course will teach him something that all people have to know. ✓
c The course will teach him to do something he could have to do at any time. ○
d A lot of other people he knows can do the thing the course will teach him. ○
e He will find out that he can do the thing the course teaches very well. ○
f He doesn't have to spend a lot of time learning the thing that the course teaches. ○

REMEMBER!

In an emergency, every second is important. People worry that they will make a mistake, but the emergency services are there to help. Call 123 and they will tell you what to do.

Speaking

3 Work in pairs. Match the situations 1–3 with the phrases a–c and then help to persuade your partner.

1 I'm thinking about doing more exercise. c
2 I'm interested in being a doctor. ....
3 I want to eat healthier food. ....

a That's brilliant. You never know when someone will need your help.
b That's great. I'm sure you'd feel better, and you don't have to stop eating everything you like.
c That sounds fantastic. You don't have to become a Olympic champion. Just do enough to feel stronger and healthier.

Writing

4 Think of something that might help to be healthier. Make notes on three reasons why your friend should do this.

WORKBOOK PAGE 5

11

Before you start

1 Write the word *persuade* on the board and clarify the meaning. You could also give a practical example, e.g. you want to go out but your friend does not. You give arguments to persuade your friend to go out.

2 Invite students to discuss the questions in small groups then feedback as a class.

Students' own answers.

Reading

1 Read the email. What type of course does Mahmoud want to persuade Fares to do?

1 Read the question and explain that students must read the email quickly to find the answer. They should not stop if they find any new words as these will be dealt with later.

2 Allow students some time to complete the task alone or in pairs, then whole class check.

Answers

A first aid course

2 Read the email again. Tick (✔) the reasons why Mahmoud thinks Fares should do the course.

1 Explain that students should read the email more carefully this time to find the answers. Look at the example and ask students to locate the reason in the email.

2 Students complete the task alone. Ask them to read the email carefully to tick the reasons they find.

Answers

a ✘ b ✔ c ✔ d ✘ e ✔ f ✔

Speaking

3 Work in pairs. Match the situations 1–3 with the phrases a–c and then help to persuade your partner.

1 Read the instructions and give students some time to read through the situations and possible responses.

2 Look at the example match together and ask students why this is the response.

3 Students complete the task alone then check in pairs.

Answers

1 c 2 a 3 b

Writing

4 Think of something that might help to be healthier. Make notes on three reasons why your friend should do this.

1 Go over the instructions and the information which needs to be covered in the task. Encourage students to use different modals of necessity and lack of necessity to express their ideas.

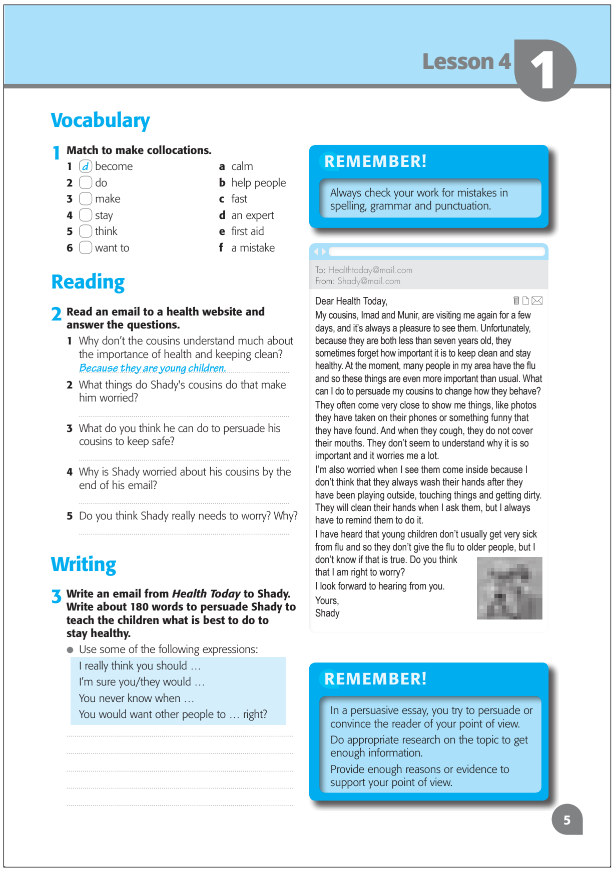
2 Students can complete the task alone. Remind them that they are only writing three brief reasons.

3 You can have students exchange their work and/or display the students' work and then have a gallery walk.

4 Allow students enough time to vote for the most persuasive reasons.

Students' own answers.

WB page 5


Lesson 4 1

Vocabulary

1 Match to make collocations.

1 (d) become — a calm
2 ( ) do — b help people
3 ( ) make — c fast
4 ( ) stay — d an expert
5 ( ) think — e first aid
6 ( ) want to — f a mistake

Reading

2 Read an email to a health website and answer the questions.

1 Why don't the cousins understand much about the importance of health and keeping clean?
Because they are young children.
2 What things do Shady's cousins do that make him worried?
3 What do you think he can do to persuade his cousins to keep safe?
4 Why is Shady worried about his cousins by the end of his email?
5 Do you think Shady really needs to worry? Why?

Writing

3 Write an email from *Health Today* to Shady. Write about 180 words to persuade Shady to teach the children what is best to do to stay healthy.

- Use some of the following expressions:

I really think you should …
I'm sure you/they would …
You never know when …
You would want other people to … right?

REMEMBER!
Always check your work for mistakes in spelling, grammar and punctuation.

To: Healthtoday@mail.com
From: Shady@mail.com

Dear Health Today,
My cousins, Imad and Munir, are visiting me again for a few days, and it's always a pleasure to see them. Unfortunately, because they are both less than seven years old, they sometimes forget how important it is to keep clean and stay healthy. At the moment, many people in my area have the flu and so these things are even more important than usual. What can I do to persuade my cousins to change how they behave?
They often come very close to show me things, like photos they have taken on their phones or something funny that they have found. And when they cough, they do not cover their mouths. They don't seem to understand why it is so important and it worries me a lot.
I'm also worried when I see them come inside because I don't think that they always wash their hands after they have been playing outside, touching things and getting dirty. They will clean their hands when I ask them, but I always have to remind them to do it.
I have heard that young children don't usually get very sick from flu and so they don't give the flu to older people, but I don't know if that is true. Do you think that I am right to worry?
I look forward to hearing from you.
Yours,
Shady

REMEMBER!
In a persuasive essay, you try to persuade or convince the reader of your point of view.
Do appropriate research on the topic to get enough information.
Provide enough reasons or evidence to support your point of view.

5

Vocabulary

1 Match to make collocations.

1 Remind the students that collocations are words or phrases that usually go together.

2 Students can complete this in pairs as a competition to see who finishes first.

3 Check answers as a whole class.

Answers

1 d	2 e	3 f	4 a	5 c	6 b

Reading

2 Read an email to a health website and answer the questions.

1 Read the first question and example answer with the students.

2 Allow students some time to read through the email to answer the questions.

3 Students complete this task alone then feedback as a class.

Answers

1 Because they are young children.
2 They come very close to show him things and when they cough, they don't cover their mouths. They don't wash their hands unless he tells them to.
3 Cover their mouths.
4 Because they don't wash their hands.
5 Suggested answer:
No, because young people don't usually get very sick, and because he can teach his cousins how to be careful.

Writing

3 Write an email from *Health Today* to Shady. Write about 180 words to persuade Shady to teach the children what is best to do to stay healthy.

1 Go over the points and different expressions which need to be covered in the email with the students.

2 Students can complete the task alone and refer to Mahmoud's email in the Student Book as a model. Refer students to the *Remember!* box to use as a checklist when writing.

3 Display students' emails and then have a gallery walk.

4 Allow students enough time to vote for the email with the best ideas.

Students' own answers.

Lesson 5

SB pages 12–14



1 Lesson 5

Before you read
- Have you read a play before?
- Have you heard of *King Lear*?

King Lear

Characters in the play

KING LEAR: The King of Britain
GONERIL: King Lear's eldest daughter
REGAN: King Lear's second daughter
CORDELIA: King Lear's youngest daughter
KING OF FRANCE (France): He wants to marry Cordelia
DUKE OF BURGUNDY (Burgundy): He also wants to marry Cordelia
DUKE OF ALBANY (Albany): Goneril's husband
DUKE OF CORNWALL (Cornwall): Regan's husband
DUKE OF KENT (Kent): A good friend of King Lear
DUKE OF GLOUCESTER (Gloucester): A good friend of King Lear
EDGAR: Gloucester's eldest son
EDMUND: Gloucester's youngest son
FOOL: Lear's clown
OSWALD: A servant
OLD MAN: A man who helps Gloucester
GENTLEMAN: A friend of Kent
CAPTAIN: One of Edmund's soldiers
DOCTOR
HERALD
Servants, soldiers and messengers of the King and his family

Act I, Scene i

[In King Lear's Palace.]

(DUKE OF) GLOUCESTER: Ah, the **Duke** of Kent! Hello, my friend. Have you met my son, Edmund?

(DUKE OF) KENT: I haven't, Kent. He's a fine young man. You must be proud of him.

GLOUCESTER: I'm very proud of him.

EDMUND: I'm pleased to meet you, **sir**.

GLOUCESTER: Edmund is my second child. I also have another son, Edgar, who is about a year older than Edmund.

EDMUND: Listen! The King is coming.

[King Lear enters with Cornwall and Albany and his three daughters, Regan, Goneril and Cordelia. Gloucester and Edmund leave.]

KING LEAR: Listen, everyone. I want to tell you all about my plan. I've decided to give everything in my **kingdom** to my three daughters, Goneril, Regan and Cordelia. I will also give an **answer** to the King of France and the Duke of Burgundy. They have both asked to marry my youngest daughter, Cordelia.

First, look at this map of my kingdom. I have

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King Lear

King Lear is a play written by William Shakespeare, who was an English writer in the late 16th/early 17th century. It is a tragedy about the King of Britain, who is planning how to divide his kingdom among his three daughters. In order to decide, Lear asks his daughters to tell them how much they love him. The answer from his youngest daughter, Cordelia, makes him angry and he disowns her. His other daughters betray him and he eventually realises he has made a bad decision.

Before you read

1 Look at the *Before you read* questions and prompt students. Do not worry if students have never read a play or heard of King Lear. Ask a few questions to establish what a play is e.g. Is it the same as a film? What's the difference? Refer students to the pictures to establish the context and time period e.g. When do you think this play takes place? Then refer to the list of characters and ask students to guess who



Lesson 5 1

divided it into three. I want to give the largest part to the daughter who loves me the most. So tell me, my daughters, which of you loves me the most? Goneril, you are the eldest, so you can speak first.

GONERIL: Father, I love you more than anything. No child can love a father more than I love you. I love you more than health, **beauty** and **riches**.

CORDELIA: *[To herself.]* I love my father, but I don't know what to say!

KING LEAR: *[Pointing to the map.]* Goneril, you can have all this land, with its green forests and beautiful countryside. Now, Regan, wife of Cornwall. What does my second daughter want to say?

REGAN: Father, Goneril has described her love for you very well. But I have more to say. Your love is the only thing that makes me happy. I love nobody as much as you.

CORDELIA: *[To herself.]* What can I say? I don't have the words to say how much I love my father.

KING LEAR: Thank you Regan. I will give **a third** of our beautiful kingdom to you and your children.

[To Cordelia.] Now, Cordelia, my youngest daughter. What can you say to make me give you more than I gave to your sisters?

CORDELIA: I can say nothing, father.

KING LEAR: Nothing? Cordelia, if you say nothing, I will give you nothing. Speak again.

CORDELIA: I cannot put my feelings into words. I love you as a daughter should love a father; but not more, and not less.

KING LEAR: But this is not kind, Cordelia. Change your speech a little, or your future will change, too.

CORDELIA: You have always been a good father and it is my **duty** to love you too. But my sisters say they only love you. How can this be true? Do they not love their husbands, too? If I marry, I will love my husband as much as my father.

KING LEAR: Cordelia. Do you really mean this? Can you be so young but also so cruel?

CORDELIA: Father, I am young but I am honest.

KING LEAR: Then you are not my daughter any more. You are now a stranger to me. I don't know you.

KENT: But your majesty …

KING LEAR: Be quiet, Kent! I loved Cordelia, and I wanted her to look after me when I was old. Now she must go! But first, call the King of France and the Duke of Burgundy!

While we wait for them, listen to what I say: Goneril and her husband Albany, and Regan with her husband Cornwall, will have half of my kingdom each. They will have all the power and riches that come with being a king. All I want is to keep the **title** of King, but they will have everything else.

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1 Lesson 5

KENT: Your majesty, what do you mean? I must speak honestly when my King is being **foolish**. Your youngest daughter does not **shout about** her love for you, but that doesn't mean she loves you the least. You mustn't **give** your country **away** like this.

KING LEAR: Say nothing more to me, Kent!

KENT: I am not afraid to make you angry if it will help to protect you.

KING LEAR: Then you must go away too! Leave!

KENT: Let me stay and give you good advice, King Lear. You must learn to see better.

KING LEAR: Oh, you are a cruel man!

*[He puts his hand on his **sword**.]*

(DUKE OF) CORNWALL: Your majesty, please stop!

KENT: I'll say it again, King Lear. You've done a terrible thing.

KING LEAR: Kent! You've got five days to leave my kingdom, or you'll be killed. Go!

KENT: Then I'll say goodbye to you, my dear King.

[To Cordelia.] I hope you stay safe, young lady, because you were honest. And now I say goodbye to all of you; I shall live my life in a new country.

[Gloucester enters with the King of France, the Duke of Burgundy and his men.]

GLOUCESTER: Here are the King of France and the Duke of Burgundy, your majesty.

KING LEAR: Burgundy, I will speak to you first. What do you expect to have if you marry my daughter Cordelia?

(DUKE OF) BURGUNDY: Your majesty, I only expect to have what you promised me.

KING LEAR: I am sorry, but things have changed. Sir, there she is. You can marry her.

BURGUNDY: I don't understand.

KING LEAR: You'll get my daughter and nothing more. Take her, or leave her. It's your choice.

BURGUNDY: I'm sorry, sir. I cannot marry her without some of your land.

KING LEAR: Then leave her, sir.

CORDELIA: Goodbye, Burgundy! I see now that you love things more than you love me, so I shall not be your wife.

KING LEAR: *[To the King of France.]* So, the great King of France, I don't want you to marry someone I hate; so I suggest you give your love to a better girl.

(KING OF) FRANCE: But sir, Cordelia was your favourite daughter! It is very strange that she has suddenly lost all your love. I cannot believe that Cordelia could do anything terrible to anyone.

CORDELIA: *[To King Lear.]* Father, understand that I show my love in my actions, not my words. Please tell him that I haven't done anything wrong to make you hate me.

KING LEAR: I shall not. Go! You will have nothing from me!

FRANCE: My beautiful Cordelia, you are richer for being poor and I love you more now that you are hated! I'm happy for you to be my wife.

[To the King.] Your daughter will be queen of my country. Say goodbye to them, Cordelia, although they've been unkind to you. You have lost your life here, but you'll find a better one with me.

KING LEAR: She is yours, King of France; I'll never see her face again. *[To Cordelia.]* Leave now, without my love. Come with me, Burgundy.

[King Lear leaves with Burgundy, Cornwall, Albany, and Gloucester]

14

they are in the pictures.

2 You could brainstorm a few key vocabulary items related to plays and ask students what they mean e.g. a play, a character, an act, a scene. These items will be dealt with later in the lesson.

3 Allow students to discuss their ideas in pairs or small groups then note some of the ideas on the board.

Students' own answers.

Reading

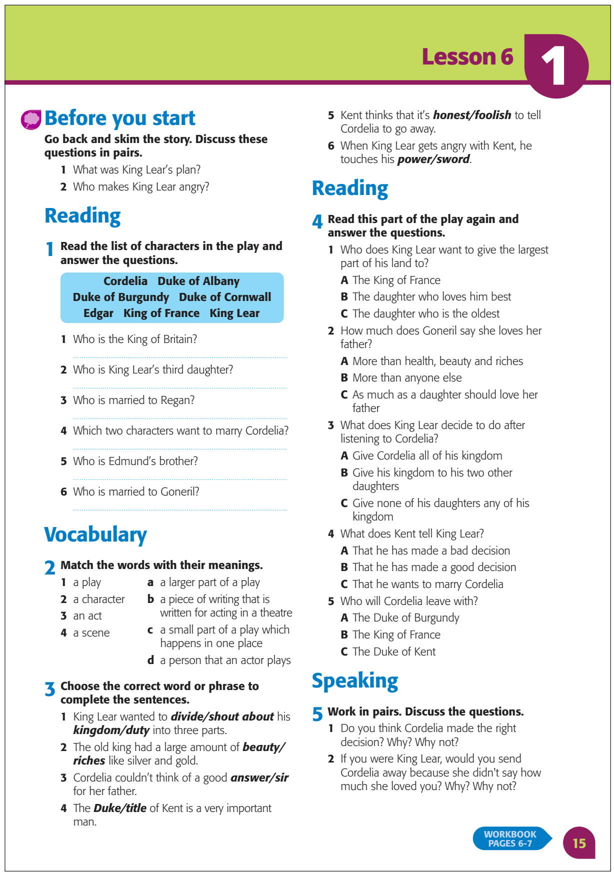
1 Put students into small groups and ask them to take turns reading the play to each other. You can assign roles to each student, allowing them to swap roles so they all have a chance to try being different characters.

2 Monitor progress and help with pronunciation when necessary.

3 Ask students to look back at the *Before you read* question and check if any of their ideas were correct.

Lesson 6

SB page 15 WB pages 6-7


Lesson 6 1

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What was King Lear's plan?
2 Who makes King Lear angry?

Reading

1 Read the list of characters in the play and answer the questions.

Cordelia Duke of Albany Duke of Burgundy Duke of Cornwall Edgar King of France King Lear

1 Who is the King of Britain?
2 Who is King Lear's third daughter?
3 Who is married to Regan?
4 Which two characters want to marry Cordelia?
5 Who is Edmund's brother?
6 Who is married to Goneril?

Vocabulary

2 Match the words with their meanings.

1 a play — a a larger part of a play
2 a character — b a piece of writing that is written for acting in a theatre
3 an act — c a small part of a play which happens in one place
4 a scene — d a person that an actor plays

3 Choose the correct word or phrase to complete the sentences.

1 King Lear wanted to ***divide/shout about*** his ***kingdom/duty*** into three parts.
2 The old king had a large amount of ***beauty/riches*** like silver and gold.
3 Cordelia couldn't think of a good ***answer/sir*** for her father.
4 The ***Duke/title*** of Kent is a very important man.
5 Kent thinks that it's ***honest/foolish*** to tell Cordelia to go away.
6 When King Lear gets angry with Kent, he touches his ***power/sword***.

Reading

4 Read this part of the play again and answer the questions.

1 Who does King Lear want to give the largest part of his land to?
A The King of France
B The daughter who loves him best
C The daughter who is the oldest
2 How much does Goneril say she loves her father?
A More than health, beauty and riches
B More than anyone else
C As much as a daughter should love her father
3 What does King Lear decide to do after listening to Cordelia?
A Give Cordelia all of his kingdom
B Give his kingdom to his two other daughters
C Give none of his daughters any of his kingdom
4 What does Kent tell King Lear?
A That he has made a bad decision
B That he has made a good decision
C That he wants to marry Cordelia
5 Who will Cordelia leave with?
A The Duke of Burgundy
B The King of France
C The Duke of Kent

Speaking

5 Work in pairs. Discuss the questions.

1 Do you think Cordelia made the right decision? Why? Why not?
2 If you were King Lear, would you send Cordelia away because she didn't say how much she loved you? Why? Why not?

WORKBOOK PAGES 6-7
15

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 Ask students to read the story again quickly.

2 Draw attention to the questions and check understanding of plan and angry.

3 Give students time to discuss the answers and then feedback to the class.

Answers

1 King Lear's plan was to divide his kingdom into three and give it to his three daughters.
2 His youngest daughter, Cordelia, makes him angry. The Duke of Kent makes him angry, too.

Reading

1 Read the list of characters in the play and answer the questions.

1 Give students a few minutes to answer the questions. Encourage them to look back at the play and the illustrations to match a face to a name.

2 Check answers as a class.

Answers

1 King Lear
2 Cordelia
3 The Duke of Cornwall
4 The King of France and the Duke of Burgundy
5 Edgar
6 The Duke of Albany

Vocabulary

2 Match the words with their meanings.

1 Point out that the words are all related to a play, so students can check the meanings by looking for the words in context.

2 Allow students some time to complete the matching task alone. Then peer and whole class check.

3 Go over the pronunciation of the key words and invite students to say where they found the words in the play.

Answers

1 b 2 d 3 a 4 c

3 Choose the correct word or phrase to complete the sentences.

1 Explain that students must understand the whole sentence in order to choose the correct answers. Remind students that understanding the context can help them decide whether a word fits in a gap in the sentence or not.

2 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 divide; kingdom	2 riches	3 answer
4 Duke	5 foolish	6 sword

Reading

4 Read this part of the play again and answer the questions.

1 Explain that students need to understand the play in more detail in order to answer the questions.

2 If students struggle, do the first question together and show students where in the play they can find the answer.

3 Allow students to complete the task in pairs, but set time limits and monitor closely. Alternatively, you could set this as a mini quiz to assess the students' understanding of the play.

4 Compare answers as a class.

Answers

1 B 2 A 3 B 4 A 5 B

Speaking

5 Work in pairs. Discuss the questions.

1 Read through the questions with the class, checking understanding.

2 Allow students three or four minutes to discuss the questions with their partner.

3 Move around the classroom and monitor students as they have the discussion and offer help as needed.

4 Feedback by asking some pairs to report their answers to the class. Allow a brief class discussion and or debate about Cordelia and King Lear's decisions.

Students' own answers.

WB pages 6-7

1 Story

King Lear

Act I, Scene i



1 Match the words and the definitions.

1 (e) sword
2 ( ) divide
3 ( ) duty
4 ( ) foolish
5 ( ) kingdom
6 ( ) riches
7 ( ) beauty
8 ( ) title

a a lot of money or things
b a country that has a king or queen
c the official name of a job
d separate something into two or more parts
e a long, sharp knife
f not sensible or clever
g something that looks nice or attractive has this
h something you do because it is right or part of your job

2 Put the events in the correct order.

a ( ) Cordelia says it is her duty to love her father.
b ( ) King Lear shows people a map of his kingdom.
c ( ) Regan tells Lear how happy he makes her.
d ( ) King Lear tells Kent to leave the kingdom.
e ( ) France says he will marry Cordelia.
f ( ) Goneril says how much she loves her father.
g (1) Kent meets Gloucester's son, Edmund.
h ( ) King Lear gives all his kingdom to Regan and Goneril.

3 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 The King of France and the Duke of Burgundy both want to marry Cordelia. (T)
2 Gloucester's son Edmund is older than Edgar. ( )
3 Cordelia tells her father that she does not love him. ( )
4 King Lear decides to give all his power and riches to Goneril and Regan. ( )
5 Kent tells Lear that he is doing a good thing. ( )
6 The Duke of Burgundy does not want to marry Cordelia without some land too. ( )
7 King Lear advises the King of France to marry Cordelia. ( )
8 Cordelia knows she has done something wrong to her father. ( )

6

1

4 Read again. Who has or will have the following?

Cordelia King of France ~~Gloucester~~ Goneril King Lear Regan

1 a son he is proud of *Gloucester*
2 three daughters and a title
3 green forests and beautiful countryside
4 a half of her father's kingdom with Goneril
5 a new wife
6 nothing from her father



5 Match to make collocations.

1 ask
2 divide
3 give
4 make
5 pleased

a an answer to a question
b someone happy
c something into two
d to meet someone
e someone to marry you



6 Read the quotations and answer the questions.

1 *"No child can love a father more than I love you."*
Why do you think Goneril says this?

2 *"You've got five days to leave my kingdom, or you'll be killed!"*
Who does Lear say this to and why?

3 *"Understand that I show my love in my actions, not my words."*
Who says this and why?

4 *"You are richer for being poor and I love you more now that you are hated!"*
Why does the King of France say this?

7 Imagine that you are Kent. Write a diary entry about the events of the day and what King Lear said to you. Write about 180 words.

7

1 Match the words and the definitions.

1 Read through the words in the column on the left with the class and see if students remember any of the meanings of the key vocabulary. Clarify difficult words if necessary.

2 Allow students time to complete the task alone.

3 Check the answers as a class.

Answers

1 e	2 d	3 h	4 f
5 b	6 a	7 g	8 c

2 Put the events in the correct order.

1 Read through the instructions with the class and look at the example answer. If students struggle to find the answers, do the second sentence with them.

2 Give students a few minutes to re-order the sentences. Encourage them to justify their answers and find the place in the play to support the order.

3 Check answers as a class.

Answers

1 g	2 b	3 f	4 c
5 a	6 h	7 d	8 e

3 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Read through the instructions with the class and refer to the example answer.

2 Give students a few minutes to read the play again. Encourage them to justify their answers and find the place in the play to support their answers.

3 Check answers as a class. If possible, allow students time to write other true or false

statements for their peers.

Answers

1 True
2 False. Edgar is older.
3 False. Cordelia tells her father she doesn't know how to put her feelings into words, but she loves him as a daughter should love a father.
4 True
5 False. He tells the king he is foolish.
6 True
7 False. He advises him to find a better person.
8 False. She says she hasn't done anything wrong.

4 Read again. Who has or will have the following?

1 Read through the instructions with the class and refer to the example answer. Look at the characters' names in the box and ask the students what they remember about each one.

2 Give students a few minutes to read the play again. Encourage them to justify their answers and find the place in the play to support their answers.

3 Check answers as a class. If possible, allow students time to write similar statements about the same or other characters for their peers.

Answers

1 Gloucester	2 King Lear
3 Goneril	4 Regan
5 King of France	6 Cordelia

5 Match to make collocations.

1 Ask students to read both columns before they begin.

2 Give students enough time to match the collocations individually.

3 Check answers as a class.

Answers

1 e 2 c 3 a 4 b 5 d

6 Read the quotations and answer the questions.

1 Read through the instructions and check understanding.

2 Allow students three or four minutes to answer the questions with a partner.

3 Move around the classroom, monitor and offer help as needed. If students are struggling, do the first one together.

4 Feedback by asking some pairs to report their answers to the class. You can ask them to read out the quotations as if they were acting out the play.

Answers

1 Suggested: She wants to have the largest part of her father's land, so she says she loves him more than his other children.
2 Lear says this to Kent, because Kent does not agree with his decisions.
3 Cordelia says this because she wants her father to know that she loves him, but can only show it in what she does, not what she says.
4 He says this to show that he loves Cordelia as a person, not because of what she owns or what people think of her.

7 Imagine that you are Kent. Write a diary entry about the events of the day and what King Lear said to you. Write about 180 words.

1 Go through the instructions.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

3 Students can write their diary entry in class or at home.

4 Consider having students read out their work in the next lesson.

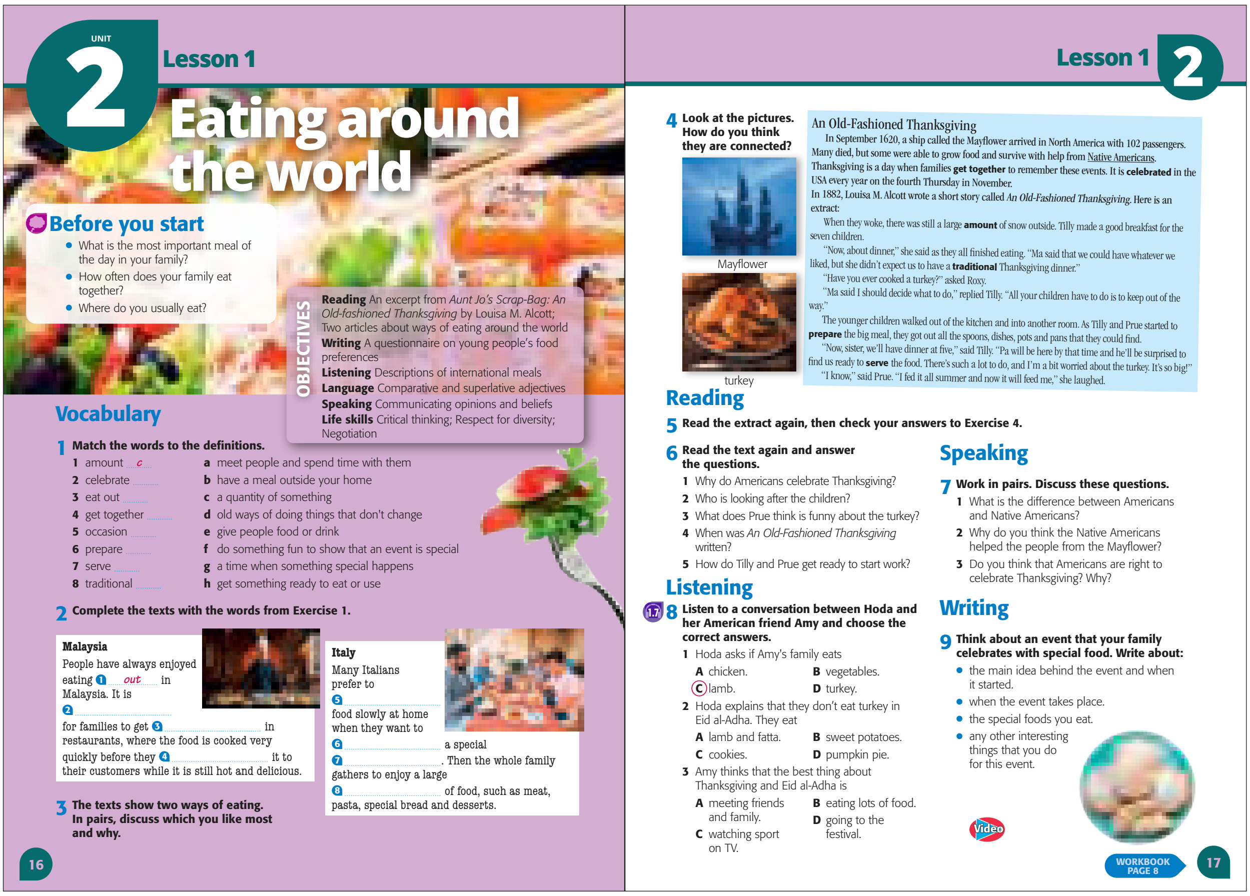
5 Students could vote for the best/most creative diary entry.

Students' own answers.

UNIT 2 Eating around the world

Lesson 1

SB pages 16–17 WB page 8


UNIT 2 Lesson 1

Eating around the world

Before you start

- What is the most important meal of the day in your family?
- How often does your family eat together?
- Where do you usually eat?

OBJECTIVES
Reading An excerpt from *Aunt Jo's Scrap-Bag: An Old-fashioned Thanksgiving* by Louisa M. Alcott; Two articles about ways of eating around the world
Writing A questionnaire on young people's food preferences
Listening Descriptions of international meals
Language Comparative and superlative adjectives
Speaking Communicating opinions and beliefs
Life skills Critical thinking; Respect for diversity; Negotiation

Vocabulary

1 Match the words to the definitions.
1 amount *c* a meet people and spend time with them
2 celebrate b have a meal outside your home
3 eat out c a quantity of something
4 get together d old ways of doing things that don't change
5 occasion e give people food or drink
6 prepare f do something fun to show that an event is special
7 serve g a time when something special happens
8 traditional h get something ready to eat or use

2 Complete the texts with the words from Exercise 1.

Malaysia
People have always enjoyed eating 1 *out* in Malaysia. It is 2 .... for families to get 3 .... in restaurants, where the food is cooked very quickly before they 4 .... it to their customers while it is still hot and delicious.

Italy
Many Italians prefer to 5 .... food slowly at home when they want to 6 .... a special 7 .... Then the whole family gathers to enjoy a large 8 .... of food, such as meat, pasta, special bread and desserts.

3 The texts show two ways of eating. In pairs, discuss which you like most and why.

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Lesson 1 2

4 Look at the pictures. How do you think they are connected?

Mayflower

turkey

An Old-Fashioned Thanksgiving
In September 1620, a ship called the Mayflower arrived in North America with 102 passengers. Many died, but some were able to grow food and survive with help from Native Americans. Thanksgiving is a day when families **get together** to remember these events. It is **celebrated** in the USA every year on the fourth Thursday in November.
In 1882, Louisa M. Alcott wrote a short story called *An Old-Fashioned Thanksgiving*. Here is an extract:
When they woke, there was still a large **amount** of snow outside. Tilly made a good breakfast for the seven children.
"Now, about dinner," she said as they all finished eating. "Ma said that we could have whatever we liked, but she didn't expect us to have a **traditional** Thanksgiving dinner."
"Have you ever cooked a turkey?" asked Roxy.
"Ma said I should decide what to do," replied Tilly. "All your children have to do is to keep out of the way."
The younger children walked out of the kitchen and into another room. As Tilly and Prue started to **prepare** the big meal, they got out all the spoons, dishes, pots and pans that they could find.
"Now, sister, we'll have dinner at five," said Tilly. "Pa will be here by that time and he'll be surprised to find us ready to **serve** the food. There's such a lot to do, and I'm a bit worried about the turkey. It's so big!"
"I know," said Prue. "I fed it all summer and now it will feed me," she laughed.

Reading

5 Read the extract again, then check your answers to Exercise 4.

6 Read the text again and answer the questions.
1 Why do Americans celebrate Thanksgiving?
2 Who is looking after the children?
3 What does Prue think is funny about the turkey?
4 When was *An Old-Fashioned Thanksgiving* written?
5 How do Tilly and Prue get ready to start work?

Listening

1.7 8 Listen to a conversation between Hoda and her American friend Amy and choose the correct answers.
1 Hoda asks if Amy's family eats
A chicken. B vegetables.
C lamb. D turkey.
2 Hoda explains that they don't eat turkey in Eid al-Adha. They eat
A lamb and fatta. B sweet potatoes.
C cookies. D pumpkin pie.
3 Amy thinks that the best thing about Thanksgiving and Eid al-Adha is
A meeting friends and family. B eating lots of food.
C watching sport on TV. D going to the festival.

Speaking

7 Work in pairs. Discuss these questions.
1 What is the difference between Americans and Native Americans?
2 Why do you think the Native Americans helped the people from the Mayflower?
3 Do you think that Americans are right to celebrate Thanksgiving? Why?

Writing

9 Think about an event that your family celebrates with special food. Write about:
- the main idea behind the event and when it started.
- when the event takes place.
- the special foods you eat.
- any other interesting things that you do for this event.

Video

WORKBOOK PAGE 8

17

OBJECTIVES

Reading: An excerpt from *Aunt Jo's Scrap-Bag: An Old-fashioned Thanksgiving* by Louisa M. Alcott; Two articles about ways of eating around the world

Writing: A questionnaire on young people's food preferences

Listening: Descriptions of international meals

Language: Comparative and superlative adjectives

Speaking: Communicating opinions and beliefs

Life skills: Critical thinking; Respect for diversity; Negotiation

Before you start

1 Write the word *Meals* on the board or show a picture of a meal. Have a quick team competition to see who can come up with the most words related to the topic in 1 minute, e.g. *breakfast, lunch, dinner, snack, course*, etc. Award 1 point for each acceptable answer and 1 point for correct spelling.

2 Refer students to the questions and lead a whole class discussion. You could conduct a poll to see if students have similar mealtime habits.

Vocabulary

1 Match the words to the definitions.

1 Go over the pronunciation of the words on the left and ask if students know any of these words.

2 Refer students to the example, then allow students to complete the task in pairs. Set time limits and monitor as needed.

3 Have students check their answers in a dictionary. Deal with any questions as required.

Answers

1 c	2 f	3 b	4 a
5 g	6 h	7 e	8 d

2 Complete the texts with the words from Exercise 1.

1 Give students time to read the gapped texts and have them predict the missing word before looking at the list in Exercise 1. Encourage students to look at the context and the words around the gaps to determine the missing word.

2 Refer students to the example, then allow students to complete the task alone. Set time limits and monitor as needed.

3 Have students check their answers in pairs. Deal with any questions as required.

Answers

1 out	2 traditional
3 together	4 serve
5 prepare	6 celebrate
7 occasion	8 amount

3 The texts show two ways of eating. In pairs, discuss which you like most and why.

1 Read the question with the class and allow students a few minutes to discuss in pairs.

2 Ask the pairs to report back to the class and have a vote on which way of eating students like most.

Students' own answers.

4 Look at the pictures. How do you think they are connected?

1 Refer students to the pictures and elicit what they show.

2 Ask students what these pictures have in common. If students do not know, tell them they will find out by reading the story.

Reading

5 Read the extract again, then check your answers to Exercise 4.

1 Tell students to read the story quickly in order to check their answers. Set a time limit for the skim reading.

2 Nominate a student to share his/her answer with the class.

Answers

They are both connected to Thanksgiving. Thanksgiving celebrates the Mayflower arriving in the USA and turkey is the traditional Thanksgiving dinner.

6 Read the text again and answer the questions.

1 Explain that students will now read the story more slowly to answer the questions.

2 Allow students some time to answer the questions individually, then have students check their answers in pairs before whole class feedback.

Answers

1 To remember the arrival of the Mayflower in North America and the Native Americans helping some of the passengers to survive.
2 Tilly
3 She fed the turkey all summer and now she will eat it.
4 1882
5 They get out all the spoons, dishes, pots and pans they can find.

Speaking

7 Work in pairs. Discuss these questions.

1 Read the questions with the class and allow students a few minutes to discuss the questions in pairs.
2 Move around the room to provide vocabulary and support as necessary.
3 Feedback by asking some pairs to report back to the class. You could make notes on the board.

Students' own answers.

Listening

8 Listen to a conversation between Hoda and her American friend Amy and choose the correct answers.

1 Give students some time to read the questions before listening and deal with any unknown vocabulary.
2 Students listen while you play the recording. Pause after the first example. Check that students have understood the task. Play the first part of the audio again as needed.
3 Play the rest of the audio. Students complete the task alone. Then, ask them to check their answers in pairs.
4 Go through the answers with the whole class; if necessary, play the recording again.

Answers

1 C 2 A 3 A

Audioscript

Amy: *So, did you ask your parents about visiting our home for Thanksgiving, Hoda?*
Hoda: *Yes. They like me to try new things and they thought it would be a great idea. My mum was very curious about the food you eat. Do you eat lamb and fatta, like my family does at Eid al-Adha?*
Amy: *You'll love the food at Thanksgiving, Hoda. We don't eat lamb, though. We eat turkey. Have you had turkey before? It's a lot like chicken but it's very big.*
Hoda: *Well, I like chicken, so that should be okay. What else do you have?*
Amy: *We have a special kind of bread, called cornbread. It's delicious. And we have sweet potatoes. They're like normal potatoes, but much nicer.*
Hoda: *That sounds great. What do you have for dessert?*
Amy: *My mum makes the most wonderful pumpkin pie. It's very sweet and heavy. Sometimes I fall asleep after I eat it, so I'll try not to eat too much. Do you have any special dessert at Eid al-Adha?*
Hoda: *No, we just have cake or ice cream, but for Eid al-Fitr we have delicious cookies called kahk. I'm feeling hungry now!*
Amy: *Me too. But the best thing about Thanksgiving is that we all have to help with the cooking. It's a great time to meet and catch up with friends and family. That's why we're all really looking forward to seeing you.*
Hoda: *Yes, that's the best thing about Eid al-Adha here, too. Great. I can't wait!*

Writing

9 Think about an event that your family celebrates with special food.

1 Look at the instruction with students and go over the bullets. For more details on events with special foods, refer students to the video provided.
2 Brainstorm a few ideas for each bullet as a class or in small groups and then pair and share. Monitor and offer support as needed.
3 Remind students to cover all the bullets when they write their essay. You can have students complete this in class as an assessment or assign it as homework.
4 Remind students to check their spelling and grammar when they finish writing.

Video script

People in different countries celebrate different festivals, but they all cook special meals for their families when they're celebrating together. Let's look at three examples of special meals from around the world.

Many Egyptians celebrate the festival of Eid al-Adha every year. The most popular meal to eat on this occasion is a traditional fatta. Egyptian families usually eat fatta for breakfast.

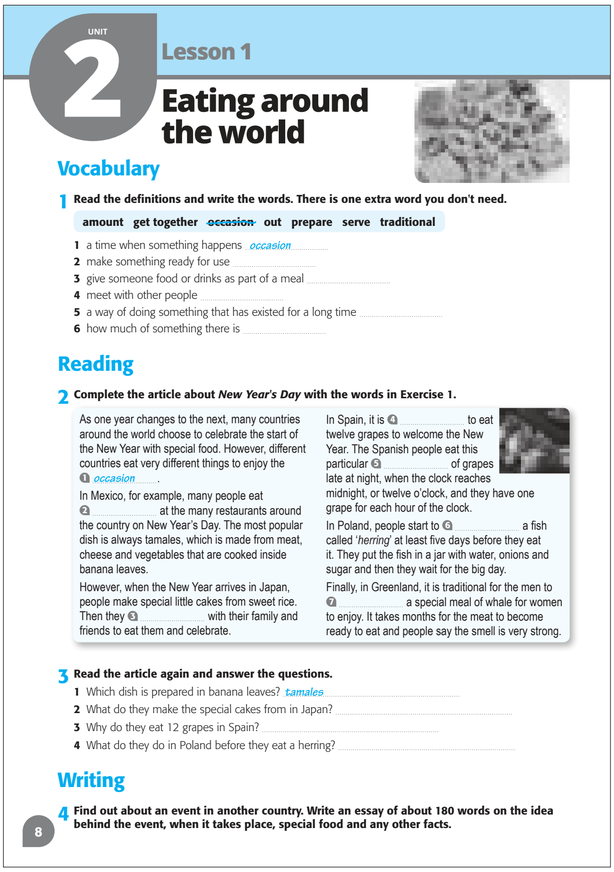
In Britain, Christmas is the most popular festival of the year. British families come together on this occasion to eat a special meal, which is usually roasted turkey with potatoes and other vegetables.

And, finally, let's go to China where the New Year is

the most important festival of the year. Families like to have lots of different things on the table when they get together to eat at Chinese New Year. This usually includes spring rolls, noodles, fish and chicken.

Students' own answers.

WB page 8



UNIT 2 Lesson 1

Eating around the world

Vocabulary

1 Read the definitions and write the words. There is one extra word you don't need.

amount get together ~~occasion~~ out prepare serve traditional

1 a time when something happens *occasion*
2 make something ready for use ....
3 give someone food or drinks as part of a meal ....
4 meet with other people ....
5 a way of doing something that has existed for a long time ....
6 how much of something there is ....

Reading

2 Complete the article about *New Year's Day* with the words in Exercise 1.

As one year changes to the next, many countries around the world choose to celebrate the start of the New Year with special food. However, different countries eat very different things to enjoy the (1) *occasion*.

In Mexico, for example, many people eat (2) .... at the many restaurants around the country on New Year's Day. The most popular dish is always tamales, which is made from meat, cheese and vegetables that are cooked inside banana leaves.

However, when the New Year arrives in Japan, people make special little cakes from sweet rice. Then they (3) .... with their family and friends to eat them and celebrate.

In Spain, it is (4) .... to eat twelve grapes to welcome the New Year. The Spanish people eat this particular (5) .... of grapes late at night, when the clock reaches midnight, or twelve o'clock, and they have one grape for each hour of the clock.

In Poland, people start to (6) .... a fish called '*herring*' at least five days before they eat it. They put the fish in a jar with water, onions and sugar and then they wait for the big day.

Finally, in Greenland, it is traditional for the men to (7) .... a special meal of whale for women to enjoy. It takes months for the meat to become ready to eat and people say the smell is very strong.

3 Read the article again and answer the questions.

1 Which dish is prepared in banana leaves? *tamales*
2 What do they make the special cakes from in Japan? ....
3 Why do they eat 12 grapes in Spain? ....
4 What do they do in Poland before they eat a herring? ....

Writing

4 Find out about an event in another country. Write an essay of about 180 words on the idea behind the event, when it takes place, special food and any other facts.

8

Vocabulary

1 Read the definitions and write the words. There is one extra word you don't need.

1 Go over the first example with students.

2 Tell students to complete the exercise alone or in pairs. They can refer to their dictionaries if they wish.

3 Check answers as a whole class.

Answers

1 occasion	2 prepare	3 serve
4 get together	5 traditional	6 amount

Reading

2 Complete the article about *New Year's Day* with the words in Exercise 1.

1 Allow time for students to read the passage and then go over the first example together; allow them to work in pairs if they wish.

2 Invite volunteers to read out their answers to the class, and deal with any queries as needed.

Answers

1 occasion	2 out	3 get together
4 traditional	5 amount	6 prepare
7 serve		

3 Read the article again and answer the questions.

1 Tell students they will read the passage again but they are only scanning for short answers so they should read quickly.

2 Go over the first example together; allow them to work in pairs if they wish.

3 Invite volunteers to read out their answers to the class, and deal with any queries as needed.

Answers

1 tamales
2 They make them from sweet rice.
3 They eat 12 grapes in Spain to welcome the New Year by having one grape for each hour of the clock at midnight.
4 They put it in a jar with water, onions and sugar.

Writing

4 Find out about an event in another country. Write an essay of about 180 words on the idea behind the event, when it takes place, special food and any other facts.

1 Tell students to discuss ideas in pairs or small groups first. Tell them to note down ideas. They can do some research outside of class if they wish.

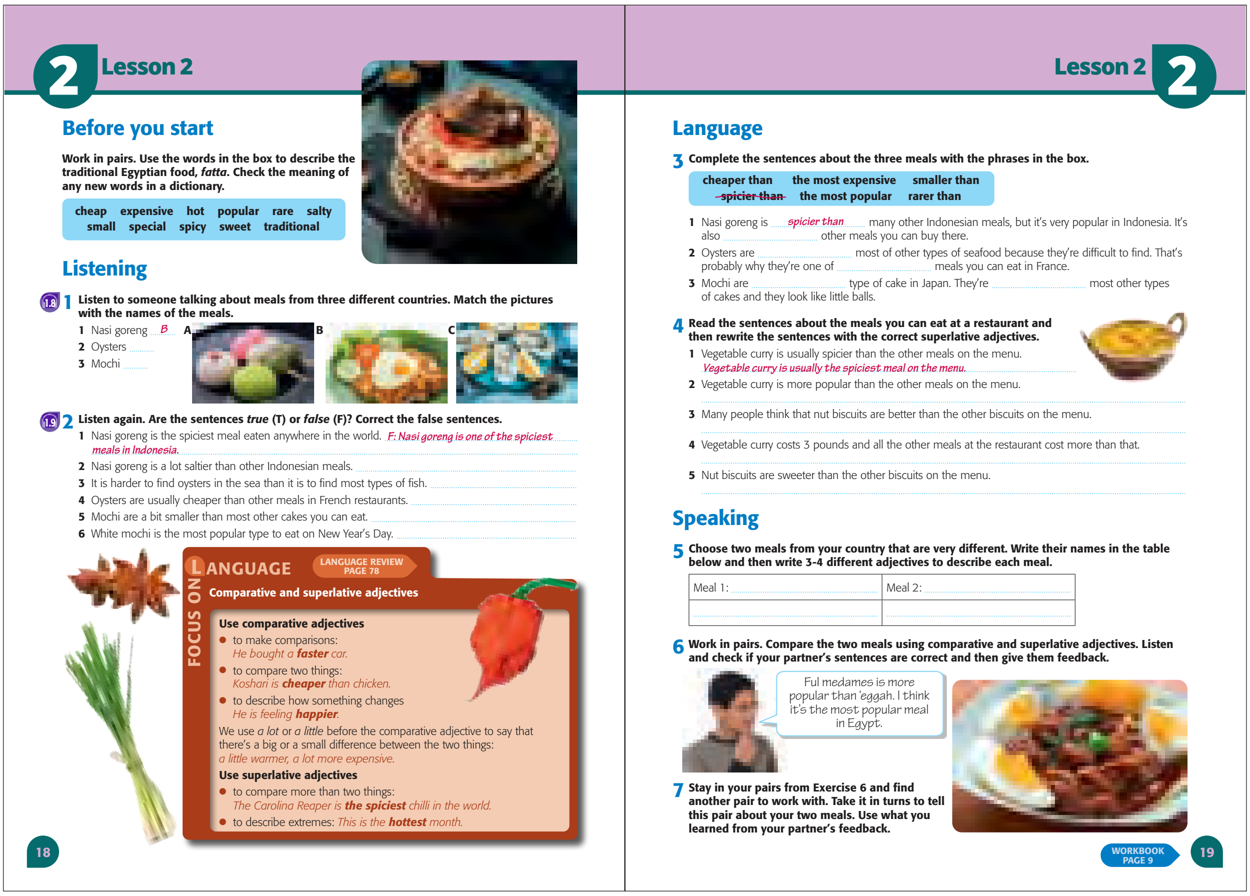
2 Allow time for them to write their paragraphs; go round and check their work, offering prompts if necessary.

3 Invite different students to read out their work to the class. Try to choose students who have chosen different countries. If there is time, display students' work on the walls and have a gallery walk. You could take in their work to mark.

Students' own answers.

Lesson 2

SB pages 18–19 WB page 9



2 Lesson 2

Before you start

Work in pairs. Use the words in the box to describe the traditional Egyptian food, *fatta*. Check the meaning of any new words in a dictionary.

cheap expensive hot popular rare salty small special spicy sweet traditional

Listening

1.8 **1 Listen to someone talking about meals from three different countries. Match the pictures with the names of the meals.**

1 Nasi goreng *B*
2 Oysters
3 Mochi

A B C

1.9 **2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.**

1 Nasi goreng is the spiciest meal eaten anywhere in the world. *F: Nasi goreng is one of the spiciest meals in Indonesia.*
2 Nasi goreng is a lot saltier than other Indonesian meals.
3 It is harder to find oysters in the sea than it is to find most types of fish.
4 Oysters are usually cheaper than other meals in French restaurants.
5 Mochi are a bit smaller than most other cakes you can eat.
6 White mochi is the most popular type to eat on New Year's Day.

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 78

Comparative and superlative adjectives

Use comparative adjectives
- to make comparisons: *He bought a **faster** car.*
- to compare two things: *Koshari is **cheaper** than chicken.*
- to describe how something changes *He is feeling **happier**.*

We use *a lot* or *a little* before the comparative adjective to say that there's a big or a small difference between the two things: *a little warmer, a lot more expensive.*

Use superlative adjectives
- to compare more than two things: *The Carolina Reaper is **the spiciest** chilli in the world.*
- to describe extremes: *This is the **hottest** month.*

18

Lesson 2 2

Language

3 Complete the sentences about the three meals with the phrases in the box.

cheaper than the most expensive smaller than ~~spicier than~~ the most popular rarer than

1 Nasi goreng is *spicier than* many other Indonesian meals, but it's very popular in Indonesia. It's also .... other meals you can buy there.
2 Oysters are .... most of other types of seafood because they're difficult to find. That's probably why they're one of .... meals you can eat in France.
3 Mochi are .... type of cake in Japan. They're .... most other types of cakes and they look like little balls.

4 Read the sentences about the meals you can eat at a restaurant and then rewrite the sentences with the correct superlative adjectives.

1 Vegetable curry is usually spicier than the other meals on the menu. *Vegetable curry is usually the spiciest meal on the menu.*
2 Vegetable curry is more popular than the other meals on the menu.
3 Many people think that nut biscuits are better than the other biscuits on the menu.
4 Vegetable curry costs 3 pounds and all the other meals at the restaurant cost more than that.
5 Nut biscuits are sweeter than the other biscuits on the menu.

Speaking

5 Choose two meals from your country that are very different. Write their names in the table below and then write 3-4 different adjectives to describe each meal.

Meal 1:	Meal 2:

6 Work in pairs. Compare the two meals using comparative and superlative adjectives. Listen and check if your partner's sentences are correct and then give them feedback.

Ful medames is more popular than 'eggah. I think it's the most popular meal in Egypt.

7 Stay in your pairs from Exercise 6 and find another pair to work with. Take it in turns to tell this pair about your two meals. Use what you learned from your partner's feedback.

WORKBOOK PAGE 9

19

Before you start

Work in pairs. Use the words in the box to describe the traditional Egyptian food, *fatta*. Check the meaning of any new words in a dictionary.

1 Look at the photo of fatta and ask students what this food tastes like. They should not look at the words in the box yet.

2 Next, refer students to the word box. Allow students to look up any new words in the dictionary and some time to discuss their answers in small groups.

3 Elicit students' responses and lead a whole class discussion. You could also have students describe any other traditional food they have tried.

Students' own answers.

Listening

1 Listen to someone talking about meals from three different countries. Match the pictures with the names of the meals.

1 Read the question with students and remind them that they are only focusing on key words which will help them understand which meal is being described. Students

listen while you play the recording. Pause after the first example and ask students what key words are mentioned.

2 Play the rest of the recording. Ask students to check their answers in pairs.

3 Go through the answers with the whole class; if necessary, play the recording again.

Answers

1 B 2 C 3 A

Audioscript

Nasi goreng is a meal with rice from Indonesia. In fact, the words nasi goreng mean 'fried rice' in Indonesian. Many people believe that Nasi goreng is one of the spiciest meals in Indonesia, but for most people it's simply the best meal you can eat. Nasi goreng is made by frying rice and adding vegetables and either chicken or prawns to the pan. It's a bit saltier than some other Indonesian meals and it often comes with a fried egg on top. Nasi goreng is usually cheaper than most other meals in Indonesia. You can get it either in restaurants or from people who cook food on the side of the road.

Oysters are a type of shellfish that people dig out of the earth under the sea. They're rarer than most other types of seafood and you can only eat them for seven months of the year. During these months, thousands of oysters are eaten in France because many people believe they're one of the most special foods you can eat. This means that oysters are usually one of the most expensive meals on the menu in French restaurants.

Mochi are sweet, round rice cakes which are smaller than most of the cakes people eat. They look like little balls and they're made in many different colours. In Japan, where they come from, mochi are the most popular type of cake and the Japanese eat large amounts of them. Mochi were first made about one thousand years ago and people thought that they brought good luck. Today, different colours and types of mochi are more popular than others on different special occasions. For example, when the Japanese celebrate New Year's Day, flat, white mocha is the most popular type of mochi to eat.

2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Put students in pairs to read the sentences. Play the first part of the audio and the example answer, books closed. Ask students to say why the statement is false. Ask students to open their books and check the first answer.

2 Play the rest of the recording. Students complete the task then they check their answers in pairs.

3 Check as a class by inviting answers from different students. Ask students to justify their answers.

Answers

1 False. Nasi goreng is one of the spiciest meals in Indonesia.
2 False. It is a bit saltier.
3 True
4 False. Oysters are usually one of the most expensive meals on the menu.
5 True
6 True

Language

3 Complete the sentences about the three meals with the phrases in the box.

1 Read out the instructions and refer students to the example sentence. Remind students that they must use the phrases in the box. Ask students why the example has a comparative (there are only two terms of comparison: *Nasi goreng* and *many other Indonesian meals)*

2 Then put students in pairs to complete the task. Remind students to refer to the rules in the *Focus on Language* box and *Language Review* section. Go round and listen, offering support when needed.

3 Invite students to share their answers with the whole class. Pay particular attention to the correct use of comparatives and superlatives as needed. Remind students that the word *than* is used with comparatives while the word *the* always precedes a superlative.

Answers

1 cheaper than
2 rarer than, the most expensive
3 the most popular, smaller than

4 Read the sentences about the meals you can eat at a restaurant and then rewrite the sentences with the correct superlative adjectives.

1 Read the instructions and example sentence with students. Ask students to identify the adjectives in both sentences and highlight the fact that the terms of comparison shift from two things in the comparative sentence to absolute in the example superlative sentence.

2 Then put students in pairs to complete the task. Go round and offer support when needed.

3 Nominate students to share their answers with the whole class.

Answers

1 Vegetable curry is usually the spiciest meal on the menu.
2 Vegetable curry is the most popular meal on the menu.
3 Many people think that nut biscuits are the best biscuits on the menu.
4 Vegetable curry is the cheapest meal on the menu.
5 Nut biscuits are the sweetest biscuits on the menu.

Speaking

5 Choose two meals from your country that are very different. Write their names in the table below and then write 3-4 different adjectives to describe each meal.

1 Read the question with students. You could brainstorm a few meals or also give students the option of describing meals that are not from their country.

2 Students can use the adjectives seen so far in this unit or use different adjectives. Monitor and support as needed.

Students' own answers.

6 Work in pairs. Compare the two meals using comparative and superlative adjectives. Listen and check if your partner's sentences are correct and then give them feedback.

1 Tell students that they will discuss their answers in pairs. They must use comparatives and superlatives in their descriptions. Refer students to the speech bubble in the Student's Book.

2 Then put them in pairs to complete the task. Remind students to give each other feedback on the use of comparatives and superlatives. Go round and listen, offering support when needed.

Students' own answers.

7 Stay in your pairs from Exercise 6 and find another pair to work with. Take it in turns to tell this pair about your two meals. Use what you learned from your partner's feedback.

1 Tell students that they will discuss their answers in small groups. Read the instructions with students and remind them to use the feedback from their partners when telling their group about their meals.

2 Then put them into small groups of four to complete the task. Go round and listen, offering support when needed.

3 Invite students to share their answers with the whole class. If students chose the same meals but have different descriptions, you could have a discussion about which is the most accurate. You could also have a mini debate about which is the best or most popular meal in the students' country.

4 As students share their views, make some notes for delayed feedback. Always praise good work to motivate students to share.

Students' own answers.

WB page 9

Lesson 2

Vocabulary

1 Look at the adjectives. Put them into the correct list in the table.

expensive rare ~~salty~~
popular spicy sweet

describes taste	describes food
salty	....
....	....
....	....

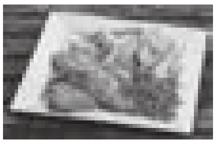
2 Answer the questions.

1 Can you name a type of food that is spicy? ....
2 Which types of food are salty? ....
3 Which types of food are sweet? ....
4 Can you name a food that is rare? ....
5 What are the two most popular meals in Egypt? ....

Listening

1.11 **3 Listen and answer the questions about food in the UK.**

1 Is food in the UK better or worse than it used to be?
It is better.
2 Which is probably the most popular dish? ....
3 Is this dish more expensive than other takeaway food? ....
4 Why do many people in the UK like Indian restaurants? ....
5 Which is one of the most traditional dishes in the UK? ....
6 Why do the British buy a lot of ice-cream in the summer? ....



Language

4 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

1 Mexican food is usually *spicier than* (spicy) French food.
2 The curry was too hot, it was .... (spicy) thing I've ever eaten!
3 People in the countryside often cook food that's .... (traditional) the food people eat in cities.
4 In my opinion, fish tastes .... (a lot, good) oysters.
5 American cookies are .... (sweet) Japanese mochi.
6 Meals with meat are usually .... (expensive) meals in restaurants.
7 That meal was too salty, it was .... (bad) meal I've had at that restaurant!

Writing

5 Compare two popular dishes in Egypt and write a description of them.

9

Vocabulary

1 Look at the adjectives. Put them into the correct list in the table.

1 Allow time for students to look at the words in the word bank and elicit the meaning of each one.

2 Tell students to complete the exercise alone or in pairs.

3 Check answers as class.

Answers

describes taste	describes food
salty spicy sweet	expensive rare popular

2 Answer the questions.

1 Allow time for students to look at the questions and deal with any unknown vocabulary.

2 You could run this as a competition to see who can answer the questions in the quickest time or who can come up with the most answers.

3 Check answers as a whole class.

Students' own answers.

Listening

3 Listen and answer the questions about food in the UK.

1 Read through the questions and clarify any new vocabulary. Then play the recording as far as the example and check that students have understood the task.

2 Play the rest of the audio. Students complete the task alone.

3 Peer check then whole class check. Play the audio again as needed.

Answers

1 It is better.
2 Fish and chips.
3 No, it is cheaper than most other takeaway food.
4 Because they like spicy food and Indian food is usually the spiciest.
5 Roast lamb with potatoes and vegetables.
6 Because the weather is hotter then.

Audioscript

The UK did not use to be known for its good food, but it has got a lot better in recent years. Probably the most popular dish is fish and chips. The fish and potatoes are fried and they are usually very salty. Fish and chips is usually cheaper than most other takeaway food, too. The British also like spicy food. Indian food is usually the spiciest and Indian restaurants are very popular. One of the most traditional dishes in the UK is roast lamb, which people often eat for Sunday lunch with potatoes and vegetables. The British also like a lot of sweet things such as ice-cream. In 2018, the British ate more than 320,000 ice-creams. They mostly eat ice-cream in the summer when the weather is hotter.

Language

4 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

1 Tell students to read the example, then allow time for them to complete the task alone or in pairs. Refer students to the *Focus on Language* box in their Student's Book as needed.

2 Check answers as a whole class.

Answers

1 spicier than
2 the spiciest
3 more traditional than
4 a lot better than
5 sweeter than
6 the most expensive
7 the worst

Writing

5 Compare two popular dishes in Egypt and write a description of them.

1 Brainstorm a few popular dishes and write different adjectives to describe each dish on the board. Tell students to discuss ideas in pairs or small groups first. Tell them to note down ideas.

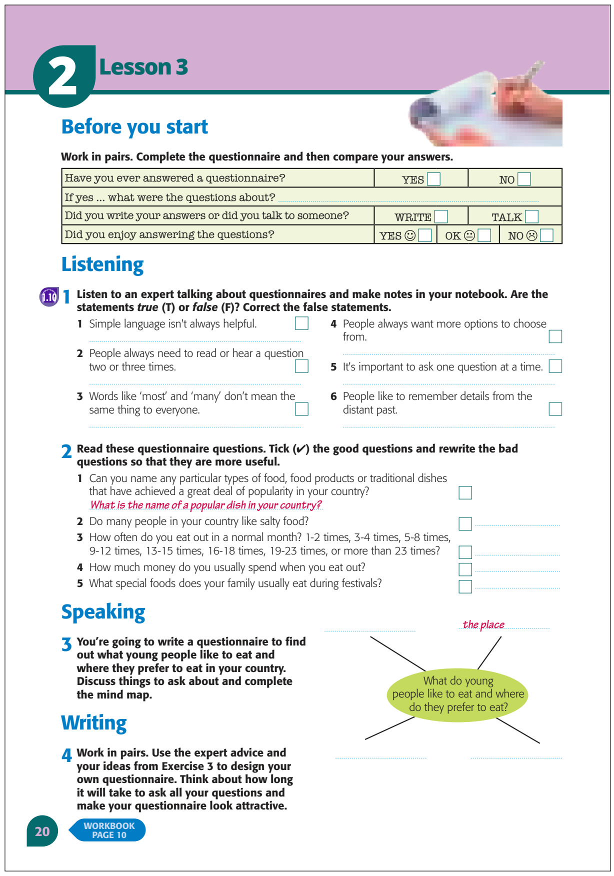
2 Allow time for them to write their paragraphs; go round and check their work, offering prompts if necessary. Remind students to use comparative and superlative forms in their descriptions.

3 Invite different students to read out their paragraphs to the class. Try to choose students who have chosen different dishes. Encourage students to illustrate their paragraphs with pictures or drawings. Space and time permitting, display students' work on the walls and have a gallery walk. You could take in their work to mark.

Students' own answers.

Lesson 3

SB page 20 WB page 19



2 Lesson 3

Before you start

Work in pairs. Complete the questionnaire and then compare your answers.

Have you ever answered a questionnaire?	YES ☐		NO ☐
If yes ... what were the questions about?			
Did you write your answers or did you talk to someone?	WRITE ☐		TALK ☐
Did you enjoy answering the questions?	YES ☺ ☐	OK 😐 ☐	NO ☹ ☐

Listening

1.10 **1 Listen to an expert talking about questionnaires and make notes in your notebook. Are the statements *true* (T) or *false* (F)? Correct the false statements.**

1 Simple language isn't always helpful. ☐
2 People always need to read or hear a question two or three times. ☐
3 Words like 'most' and 'many' don't mean the same thing to everyone. ☐
4 People always want more options to choose from. ☐
5 It's important to ask one question at a time. ☐
6 People like to remember details from the distant past. ☐

2 Read these questionnaire questions. Tick (✓) the good questions and rewrite the bad questions so that they are more useful.

1 Can you name any particular types of food, food products or traditional dishes that have achieved a great deal of popularity in your country? ☐
What is the name of a popular dish in your country?
2 Do many people in your country like salty food? ☐
3 How often do you eat out in a normal month? 1-2 times, 3-4 times, 5-8 times, 9-12 times, 13-15 times, 16-18 times, 19-23 times, or more than 23 times? ☐
4 How much money do you usually spend when you eat out? ☐
5 What special foods does your family usually eat during festivals? ☐

Speaking

3 You're going to write a questionnaire to find out what young people like to eat and where they prefer to eat in your country. Discuss things to ask about and complete the mind map.

Writing

4 Work in pairs. Use the expert advice and your ideas from Exercise 3 to design your own questionnaire. Think about how long it will take to ask all your questions and make your questionnaire look attractive.

20 WORKBOOK PAGE 10

Before you start

Work in pairs. Complete the questionnaire and then compare your answers.

1 Write the word *questionnaire* on the board and elicit the meaning. Ask students when we might complete a questionnaire and tell them they are going to do one now.

2 Have students complete the mini questionnaire then invite students to share answers. You could lead a brief discussion on the last question they answered.

Students' own answers.

Listening

1 Listen to an expert talking about questionnaires and make notes in your

notebook. Are the statements *true* (T) or *false* (F)? Correct the false statements.

1 Put students in pairs to read the sentences. Clarify any unknown vocabulary. Play the first part of the audio and pause after the first answer. Ask students to say if the statement is true or false and why. Play the recording again if needed.

2 Play the rest of the recording. Students complete the task then they check their answers in pairs.

3 Go over with the whole class by inviting answers from different students. Ask students to justify their answers. With weaker students, you could distribute the audioscript and ask students to read while they listen.

Answers

1 False. It's always helpful to use simple language.
2 False. People will need to do this if you use complicated language.
3 True
4 False. People get confused when there are too many options.
5 True
6 False. It is hard to remember details from the distant past.

Audioscript

When you're writing a questionnaire, you need to ask the right questions. Some questions are a lot more useful than others. And, very often, small changes to a questionnaire can make a lot of difference.

Firstly, it's important that the questions are easy to understand, so it's always helpful to use simple language. If you use complicated language, people will need to read or hear the questions two or three times.

Secondly, it's important to use words with clear meanings. Words like 'most' and 'many' mean different things to different people. So, use words that are easier to understand, such as 'almost all' and 'almost none' instead.

Thirdly, don't have too many options. People get confused when there are more than six options to choose from.

Don't ask personal questions, like questions about money. People don't like talking about these things.

Remember to ask one question at a time. Don't put two questions into one, for example: 'How often do you eat out with your family?' Some people will eat out quite often, but not with their family. And others might eat with their family all the time, but only at home.

Finally, make sure the answers to your questions are easy to remember. Don't ask about events in the distant past, especially if they are about something that was boring.

Then, when you know the questions you want to ask, think about the best time to ask people. If you're going to ask people about a recent event, for example, do it before they start to forget.

2 Read these questionnaire questions. Tick (✔) the good questions and rewrite the bad questions so that they are more useful.

1 Look at the first sentence with students and ask why it is not a good question. Students can refer to the advice from the expert in Exercise 1 to justify their answer. Then look at the example sentence and ask why it is a better sentence for a questionnaire.

2 Allow students to complete the task in pairs. Set time limits and monitor as needed.

3 Have students check their answers with other pairs and then share answers as a whole class.

Suggested answers

2 Do a lot of people eat salty food in your country?
3 How often do you eat out?
4 ✔
5 ✔

Speaking

3 You're going to write a questionnaire to find out what young people like to eat and where they prefer to eat in your country. Discuss things to ask about and complete the mind map.

1 Read the instructions with students and put

the diagram on the board. Brainstorm a few ideas and add them to the diagram.

2 Set students in pairs. Encourage students to think about the ideas on the board initially and then to add any other ideas of their own.

3 As they are speaking, move around the classroom to provide vocabulary as necessary.

Students' own answers.

Writing

4 Work in pairs. Use the expert advice and your ideas from Exercise 3 to design your own questionnaire. Think about how long it will take to ask all your questions and make your questionnaire look attractive.

1 Read the instructions with students. In the same pairs as Exercise 3, students write questions based on their ideas. Remind students to use the advice given by the expert on writing good questionnaire questions. Monitor and support as needed.

2 Have pairs of students work together to ask and answer their questions. Alternatively, this could be a mingle task.

3 Encourage students to not only answer each other's questions but also to give feedback on the questions themselves. As students are speaking, move around the classroom to make notes for delayed feedback.

4 Lead whole class feedback by having students share questions and answers. You could even have the pairs post their questionnaires on the walls and have a gallery walk. Praise examples of good language and invite students to self or peer correct any errors.

Students' own answers.

WB page 10

2 Lesson 3

Language

1 Complete the text with the words in the box.

difficult options past personal remember repeat ~~simple~~ two

When you write a questionnaire, the type of questions you use is important. The questions should use 1 *simple* .... language and shouldn't be 2 .... to understand. You don't need to 3 .... the question. Don't give too many 4 .... as this will confuse people. And never ask 5 .... questions. People generally won't want to answer these. Ask one thing at a time. Make sure you don't have 6 .... questions in one, for example, 'Do you go abroad often with your friends.' And don't ask about things which happened a long time in the 7 .... It can be difficult for people to 8 .... When you are ready, decide on the best time to ask your questions – before people start to forget!

2 Look at these pairs of questions for a questionnaire and tick the more suitable one.

1 a What is your favourite snack? ✓
b Could you perhaps tell me what your favourite snack is?
2 a Many people in your class like sweet things, right?
b Is it true that almost all the people in your class like sweet things?
3 a Exactly how much money do you spend on snacks a day?
b Do you spend a lot or a little on snacks each day?
4 a Do you prefer salty things or spicy things?
b Do you like salty things and spicy things and why?
5 a Do you like the same snacks now as you did when you were little?
b What snacks did you eat when you were five?



3 Now match the questions in Exercise 2 to the correct answers.

a *3* I don't spend anything on school days, but I spend a little at the weekends.
b I love nuts, but I probably prefer spicy things. I like the taste!
c I really like nuts. They're salty and delicious.
d I probably ate more sweets then, but I think I'm healthier now.
e Yes, I think so. We all like chocolate!

Writing

4 Write five questions for a questionnaire about the food people eat and how healthy it is. Then ask your questions to a partner and write their answers.

- Remember to use simple language.
- Think carefully about the questions. What information do you need to find out?
- Do not ask personal questions or questions that are difficult to answer.
- Do not have too many options.
- Ask one question at a time.

10

Language

1 Complete the text with the words in the box.

1 Allow time for students to look at the words in the word bank and elicit the meaning of each one. Ask them if they can relate each word to the rules they read about creating a questionnaire.
2 Tell students to complete the exercise alone or in pairs.
3 Check answers as a whole class.

Answers

1 simple	2 difficult	3 repeat	4 options
5 personal	6 two	7 past	8 remember

2 Look at these pairs of questions for a questionnaire and tick the more suitable one.

1 Look at the example with the class and ask them to explain why the first question is

more appropriate.

2 Allow time for students to read through the questions and then complete the task in pairs or small groups.

3 Feedback as a class. Ask students to justify their answers by referring to the rules for effective questionnaire writing.

Answers

1 a 2 b 3 b 4 a 5 a

3 Now match the questions in Exercise 2 to the correct answers.

1 Look at the example with the class and ask them to explain why this answer matches question 3.

2 Time permitting, have students read the answers and reconstruct possible questions without looking at Exercise 2. Then have them complete the task in pairs or small groups.

3 Feedback as a class. You could ask pairs read out the question and answer.

Answers

a 3 b 4 c 1 d 5 e 2

Writing

4 Write five questions for a questionnaire about the food people eat and how healthy it is. Then ask your questions to a partner and write their answers.

1 Read through the instructions and bullet points to make sure students are clear on the task.

2 Have students complete the task in pairs. Monitor and support as needed.

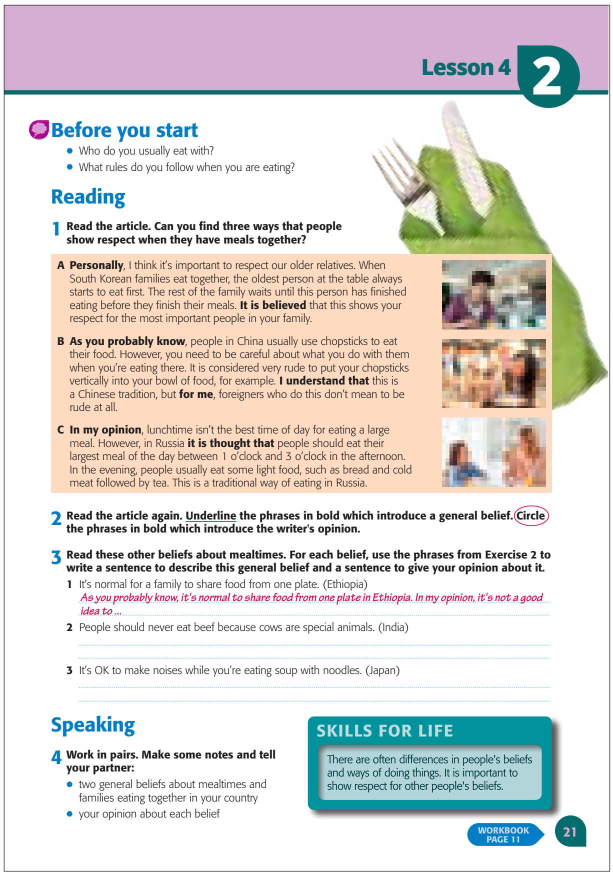
3 Have students ask and answer their questions in small groups. You could also allow students to mingle and ask and answer their questions.

4 Feedback as a class on the answers the students collated. You could also vote on the best questions and create a single class questionnaire which students can use with their families and friends or with other classes as part of a research project.

Students' own answers.

Lesson 4

SB page 21 WB page 11



Lesson 4 2

Before you start
- Who do you usually eat with?
- What rules do you follow when you are eating?

Reading

1 **Read the article. Can you find three ways that people show respect when they have meals together?**

A **Personally**, I think it's important to respect our older relatives. When South Korean families eat together, the oldest person at the table always starts to eat first. The rest of the family waits until this person has finished eating before they finish their meals. **It is believed** that this shows your respect for the most important people in your family.

B **As you probably know**, people in China usually use chopsticks to eat their food. However, you need to be careful about what you do with them when you're eating there. It is considered very rude to put your chopsticks vertically into your bowl of food, for example. **I understand that** this is a Chinese tradition, but **for me**, foreigners who do this don't mean to be rude at all.

C **In my opinion**, lunchtime isn't the best time of day for eating a large meal. However, in Russia **it is thought that** people should eat their largest meal of the day between 1 o'clock and 3 o'clock in the afternoon. In the evening, people usually eat some light food, such as bread and cold meat followed by tea. This is a traditional way of eating in Russia.

2 **Read the article again. Underline the phrases in bold which introduce a general belief. Circle the phrases in bold which introduce the writer's opinion.**

3 **Read these other beliefs about mealtimes. For each belief, use the phrases from Exercise 2 to write a sentence to describe this general belief and a sentence to give your opinion about it.**

1 It's normal for a family to share food from one plate. (Ethiopia)
As you probably know, it's normal to share food from one plate in Ethiopia. In my opinion, it's not a good idea to ...

2 People should never eat beef because cows are special animals. (India)

3 It's OK to make noises while you're eating soup with noodles. (Japan)

Speaking

4 **Work in pairs. Make some notes and tell your partner:**
- two general beliefs about mealtimes and families eating together in your country
- your opinion about each belief

SKILLS FOR LIFE

There are often differences in people's beliefs and ways of doing things. It is important to show respect for other people's beliefs.

WORKBOOK PAGE 11

21

Before you start

1 Put students in pairs to discuss the questions.

2 Ask three or four pairs to report their answers to the class. Do students follow the same rules?

Students' own answers.

Reading

1 Read the article. Can you find three ways that people show respect when they have meals together?

1 Draw students' attention to the photos of the people eating and elicit what they can see.

2 Have students read the article quickly for gist and share answers as a whole class.

Answers

(South Korea) The oldest person starts to eat and finishes first.
(China) Don't put your chopsticks vertically into your bowl.
(Russia) Eat your largest meal at lunch.

2 Read the article again. Underline the phrases in bold which introduce a general belief. Circle the phrases in bold which introduce the writer's opinion.

1 Check students understand the instructions and do the first one together as an example. You could write a table on the board with the two headings *General beliefs* and *Writer's opinion* and ask students what the difference between them is.

2 Give them a few minutes to read the article to complete the task.

3 Encourage students to compare their answers with a partner.

4 Check answers as a whole class, eliciting where in the texts the students found the answers.

Answers

General belief	Writer's opinion
It is believed that As you probably know It is thought that	Personally (I think) I understand that … for me In my opinion

3 Read these other beliefs about mealtimes. For each belief, use the phrases from Exercise 2 to write a sentence to describe this general belief and a sentence to give your opinion about it.

1 Check students understand the instructions and do the first one together as an example. You could refer students to the table with useful phrases in Exercise 2 or encourage students to use phrases of their own.

2 Give students a few minutes to complete the task. They can do this alone or in pairs/small groups.

3 Encourage students to compare their answers with peers.

4 Have students share their sentences with the whole class and praise examples of good language. You could also have students defend their views if their personal opinions differ.

Suggested answers

1 As you probably know, it's normal to share food from one plate in Ethiopia. In my opinion, it's not a good idea to share food from one plate.
2 In India, it is believed that people should never eat beef because cows are special animals. Personally, I think cows are the same as any other farm animals and it's OK to eat them.
3 In Japan, it's thought to be OK to make noises while you're eating soup. For me, this is a very rude thing to do and I wouldn't do it myself.

Speaking

4 Work in pairs. Make some notes and tell your partner: two general beliefs about mealtimes and families eating together in your country; your opinion about each belief.

1 Check students understand the instructions and write a few general beliefs about mealtimes on the board.

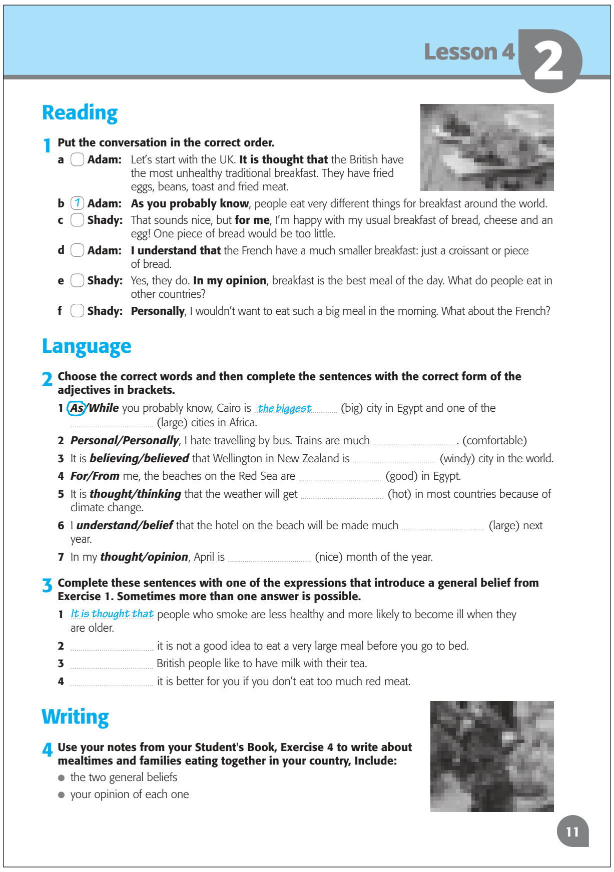
2 Give students a few minutes to complete the task in pairs.

3 Pairs can join other pairs to compare notes or you could ask pairs to share their views with the whole class. You could also have students defend their views if their personal opinions differ.

Skills for life

Ask a student to read the *Skills for life* box. Do they agree? Why? How can we show respect for other people's beliefs? Can they give examples of times they have shown respect for other people's beliefs?

WB page 11


Lesson 4 2

Reading

1 Put the conversation in the correct order.

a ☐ Adam: Let's start with the UK. **It is thought that** the British have the most unhealthy traditional breakfast. They have fried eggs, beans, toast and fried meat.
b 1 Adam: **As you probably know**, people eat very different things for breakfast around the world.
c ☐ Shady: That sounds nice, but **for me**, I'm happy with my usual breakfast of bread, cheese and an egg! One piece of bread would be too little.
d ☐ Adam: **I understand that** the French have a much smaller breakfast: just a croissant or piece of bread.
e ☐ Shady: Yes, they do. **In my opinion**, breakfast is the best meal of the day. What do people eat in other countries?
f ☐ Shady: **Personally**, I wouldn't want to eat such a big meal in the morning. What about the French?

Language

2 Choose the correct words and then complete the sentences with the correct form of the adjectives in brackets.

1 ***As/While*** you probably know, Cairo is *the biggest* (big) city in Egypt and one of the .... (large) cities in Africa.
2 ***Personal/Personally***, I hate travelling by bus. Trains are much .... (comfortable)
3 It is ***believing/believed*** that Wellington in New Zealand is .... (windy) city in the world.
4 ***For/From*** me, the beaches on the Red Sea are .... (good) in Egypt.
5 It is ***thought/thinking*** that the weather will get .... (hot) in most countries because of climate change.
6 I ***understand/belief*** that the hotel on the beach will be made much .... (large) next year.
7 In my ***thought/opinion***, April is .... (nice) month of the year.

3 Complete these sentences with one of the expressions that introduce a general belief from Exercise 1. Sometimes more than one answer is possible.

1 *It is thought that* people who smoke are less healthy and more likely to become ill when they are older.
2 .... it is not a good idea to eat a very large meal before you go to bed.
3 .... British people like to have milk with their tea.
4 .... it is better for you if you don't eat too much red meat.

Writing

4 Use your notes from your Student's Book, Exercise 4 to write about mealtimes and families eating together in your country, Include:

- the two general beliefs
- your opinion of each one

11

Reading

1 Put the conversation in the correct order.

1 Look at the example answer and point out that students should focus on the phrases in bold to work out the order.
2 Have students complete this in pairs or small groups.
3 Check answers as a whole class. You could have students role play the conversation in pairs.

Answers

1 b 2 e 3 a 4 f 5 d 6 c

Language

2 Choose the correct words and then complete the sentences with the correct form of the adjectives in brackets.

1 Refer students to the example answers. Then look at the other sentences and clarify any blocking vocabulary. Go over the rules for comparative and superlative adjectives as needed.
2 Students can complete the task alone or in pairs.
3 Whole class check.

Answers

1 As/the biggest/largest
2 Personally/more comfortable
3 believed/the windiest
4 For/the best
5 thought/hotter
6 understand/larger
7 opinion/the nicest

3 Complete these sentences with one of the expressions that introduce a general belief from Exercise 1. Sometimes more than one answer is possible.

1 Refer students to the example answer. Then look at the other sentences and clarify any unknown vocabulary. Point out that more than one answer is possible.
2 Students can complete the task alone or in pairs.
3 Check answers as a class.

Suggested answers

1 As you probably know/It is believed that/It is thought that …
2 As you probably know/It is believed that/It is thought that …
3 I understand that …
4 As you probably know/It is believed that/It is thought that/I understand that …

Writing

4 Use your notes from Student's Book Exercise 4 to write about mealtimes and families eating together in your country.

1 Students can complete this task alone and then exchange their work, to compare ideas.

2 Time permitting, have a few students read out their answers and see if anyone has written about the same beliefs and whether they have the same opinions. You can collect the writing to correct.

Students' own answers.

Lesson 5

SB pages 22 – 24

2 Lesson 5

Before you read

- Which country will Cordelia travel to?



Act I, Scene i, continued

[In King Lear's Palace.]

FRANCE: Cordelia, it is time to leave your country now. Say goodbye to your sisters.

CORDELIA: Goneril and Regan, I am sad to leave you both. **My heart is broken**. Be good to our father. If he still loved me, I'd take good care of him! Please look after him well.

GONERIL: Don't tell us what to do, Cordelia.

REGAN: Yes, go to your husband. You've failed to do what your father asked you to do. Now, you've got what you **deserve**.

CORDELIA: I don't know what you are planning, sisters, but remember: everyone discovers the **truth** in the end. Goodbye!

FRANCE: Come with me, my dear Cordelia.

[The King of France and Cordelia leave.]

GONERIL: Sister Regan, we must talk. I think our father will leave here tonight.

REGAN: I'm sure he will, and he'll leave with you. Next month, he'll stay with my husband Cornwall and I.

GONERIL: Our father always loved Cordelia the most, and a poor decision has made him **send** her **away**.

REGAN: He is becoming a little mad in his old age.

GONERIL: Even when he was younger and healthy, he was a difficult man. So we must be prepared for what **ill** health and old age will bring.

REGAN: He was angry when he sent Kent away today. He will probably be angry more often in the future.

GONERIL: Let's sit together and talk. If our father still has some power, his **anger** will become a problem for us.

REGAN: You are right. Let's think about what we can do.

GONERIL: We must do something, and quickly.

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Lesson 5 2

Act I, Scene ii

[At the Duke of Gloucester's Castle. Edmund enters with a letter.]

EDMUND: My father Gloucester says that his first son, Edgar, will get his land when he dies. But why should I not have my **inheritance** just because I'm twelve or fourteen months younger than my brother? Is it just because I'm the second son? I'm just as strong and kind as my brother, and as clever too. Well, elder brother, Edgar, I will have your land. Our father loves me, his younger son, as much as he loves you. And I have a letter here. If this letter **succeeds**, then Edmund the younger son will beat the older son Edgar!

[Gloucester enters.]

GLOUCESTER: Ah Edmund, my son! Have you heard? The King has sent Kent away! And the King of France has left with Cordelia! And the King has left the palace tonight without his powers! This has all happened so quickly!

[Gloucester notices Edmund hiding the letter.]

What are you doing Edmund?

EDMUND: Nothing, father.

GLOUCESTER: Why are you trying to hide that letter? What's in it?

EDMUND: Nothing, sir.

GLOUCESTER: Then, why did you hide it in your pocket? Let me see it.

EDMUND: Please forgive me, father. It is a letter from my brother Edgar that I haven't finished reading yet; but I don't think you should read it.

GLOUCESTER: Let me see that!

EDMUND: OK, but I hope he only wrote this to test me and my **loyalty** to my family,

GLOUCESTER: *[Reads the letter.]*

*'When we respect older people too much, it makes it hard for the young to live well. Our parents keep our money from us until we are too old to enjoy it. Older people only have power because we give it to them. Come and see me, so that we can discuss this. If our father were dead, you could enjoy half his **income**, and be loved by your brother Edgar.'*

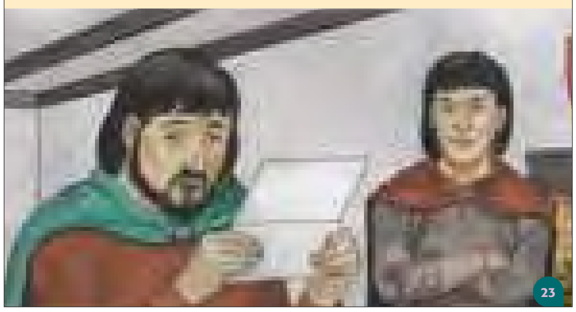
Did my son Edgar write this letter? When did you receive this? Who brought it?

EDMUND: It wasn't brought to me, sir. I found it. It was thrown in through my bedroom window.

GLOUCESTER: Are you sure the writing is your brother's?

EDMUND: Yes, it is his handwriting, father.

GLOUCESTER: Has he ever talked to you about this before?



23

2 Lesson 5



EDMUND: No, never. But I've often heard him say that when a son becomes an adult, he should be given some of his father's income.

GLOUCESTER: Oh, what a cruel son! Go and find him, Edmund. Where is he?

EDMUND: I don't know, father. Please, don't be angry with my brother. Let's find out what he meant, then you can decide what to do. I'm sure he wrote this to test my love and loyalty to you, and for nothing more dangerous than that.

GLOUCESTER: Do you really think so?

EDMUND: Yes. Listen, I have a plan. I'll hide you somewhere tonight. I'll discuss it with my brother and you can listen to our conversation. Then you'll know what he really thinks.

GLOUCESTER: My son cannot be so cruel to a father who loves him so much. Edmund, find Edgar and make him talk to you. I want to know the truth.

EDMUND: I'll go and find him immediately.

GLOUCESTER: Find him, Edmund, and be careful. (to himself) What is happening? I cannot believe that Kent has been sent away! He is an honest man. It is all too strange.

*[Gloucester **exits**. Edgar enters.]*

EDMUND: Ah, Edgar. There you are. How are you? When did you last see our father?

EDGAR: I am well, Edmund. I saw our father last night.

EDMUND: And did you talk to him?

EDGAR: Yes, we spent two hours together.

EDMUND: Did you say anything unkind to him? He's very angry with you at the moment. Please don't go near him until he's less angry.

EDGAR: Really? Then somebody has **lied** about me.

EDMUND: That's what I'm worried about. Stay with me for now. I'll take you to see our father when he feels better. Here's my key. Oh, and if you go out, take your sword.

EDGAR: My sword? But why?

EDMUND: That's the best advice I can give you. Please, go quickly!

[Edgar exits.]

EDMUND: My brother and father **trust** me, which makes them easy to **deceive**. I need these two fools to make my plan work. If I can't get some land in the correct way, I'll have to be clever to get it.

[Edmund exits.]



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Before you start

1 Ask students to summarise what happened in the previous scene. Elicit the names of the characters and what they did. Ask students to look at the picture and describe how it relates to the story.

Before you read

1 Look at the *Before you read* question and prompt students by asking questions e.g. Who are Cordelia, Regan and Goneril? Why is Cordelia saying goodbye? Why do Regan and Goneril look sad?

2 Allow students to discuss their predictions in pairs or small groups. Make some notes on the board.

Students' own answers.

Reading

1 Put students into small groups and ask them to take on different roles while reading the play to each other.

2 Monitor progress and help with pronunciation when necessary.

3 Ask students to answer the *Before you read* question and check if any of their predictions were correct.

Lesson 6

SB page 25 WB pages 12–13

Lesson 6 2

Before you start

Go back and skim the story. Discuss the feelings that the characters have. Use the words in the box and your own ideas.

angry pleased sad serious surprised worried

Vocabulary

1 Replace the words or phrases in bold with the words and phrases in the box.

deceive him deserves exits have a lot of anger an inheritance loyalty sent … away

1 The King has **told** .... Cordelia **to leave** ....
2 Cordelia **leaves** .... with her husband, France.
3 Goneril thinks that Cordelia should get what she **should receive.** ....
4 Goneril and Reagan expect their father to **feel unhappy and shout**. ....
5 Edmund wants to get **some money** .... when his father, Gloucester, dies.
6 Gloucester reads the letter that Edmund has written **to make him believe a lie**. ....
7 Edmund says his brother wrote the letter to test his **support** .... to his family.

Reading

2 Match the sentences to the characters they describe.

1 ◯ His/Her heart was broken.
2 ◯ He/She wanted a bigger income.
3 ◯ He/She was wrong to trust someone.
4 ◯ He/She will be ill.
5 ◯ They were told that everyone will learn the truth.

a Edgar
b Goneril and Regan
c King Lear
d Edmund
e Cordelia

Speaking

3 Work in pairs. Discuss the questions.

1 If you were King Lear, would you be unkind to Cordelia because she couldn't say how much she loved you? Why? Why not?
2 Do you think that King Lear was right to give everything to Goneril and Regan? Why? Why not?
3 Are actions more important than words, or are words more important than actions? Why?

Literature



4 What are stage directions?

a Words that the characters say
b Instructions that the actors in a play follow
c Notes for people who are watching the play

5 Look at this part of the play again. What information is in the stage directions? Tick what you can find.

a ◯ the place where a scene is happening
b ◯ which character is leaving/coming on to the stage
c ◯ how a character is feeling
d ◯ something that a character says
e ◯ something that a character does

WORKBOOK PAGES 12-13 25

Before you start

Go back and skim the story. Discuss the feelings that the characters have. Use the words in the box and your own ideas.

1 Ask students to read the play again quickly.

2 Draw attention to the words in the box and explain any unknown words.

3 Give students time to discuss their ideas and then feedback to the class.

Students' own answers.

Vocabulary

1 Replace the words or phrases in bold with the words and phrases in the box.

1 Focus on the words to be replaced in the sentences and have students think of possible alternatives before looking at the options in the box.

2 Allow students some time to complete the task alone. Then ask them to check in pairs before giving feedback to the whole class.

3 Go over the pronunciation of the key words.

Answers

1 sent, away	2 exits
3 deserves	4 have a lot of anger
5 an inheritance	6 deceive him
7 loyalty	

Reading

2 Match the sentences to the characters they describe.

1 Read through the instructions with the class and check what students remember about each character.

2 Give students a few minutes to do the task and to check their answers in pairs/small groups.

3 Check answers as a class.

Answers

1 e 2 d 3 a 4 c 5 b

Speaking

3 Work in pairs. Discuss the questions.

1 Read through the questions with the class, checking understanding.

2 Allow students three or four minutes to discuss the questions with their partner.

3 Move around the classroom and monitor, offering help as needed.

4 Feedback by asking some pairs to report their answers to the class. Allow a brief class discussion.

Students' own answers.

Literature

4 What are stage directions?

1 Refer students to the picture on the page and have them guess the meaning of stage directions. Give a few examples of stage directions to help them.

2 Read off the choices and ask students to hold up their hand or stand up to indicate the definition they choose.

Answers

b

5 Look at this part of the play again. What information is in the stage directions? Tick what you can find.

1 Read through the question with the class and make sure students understand the task.

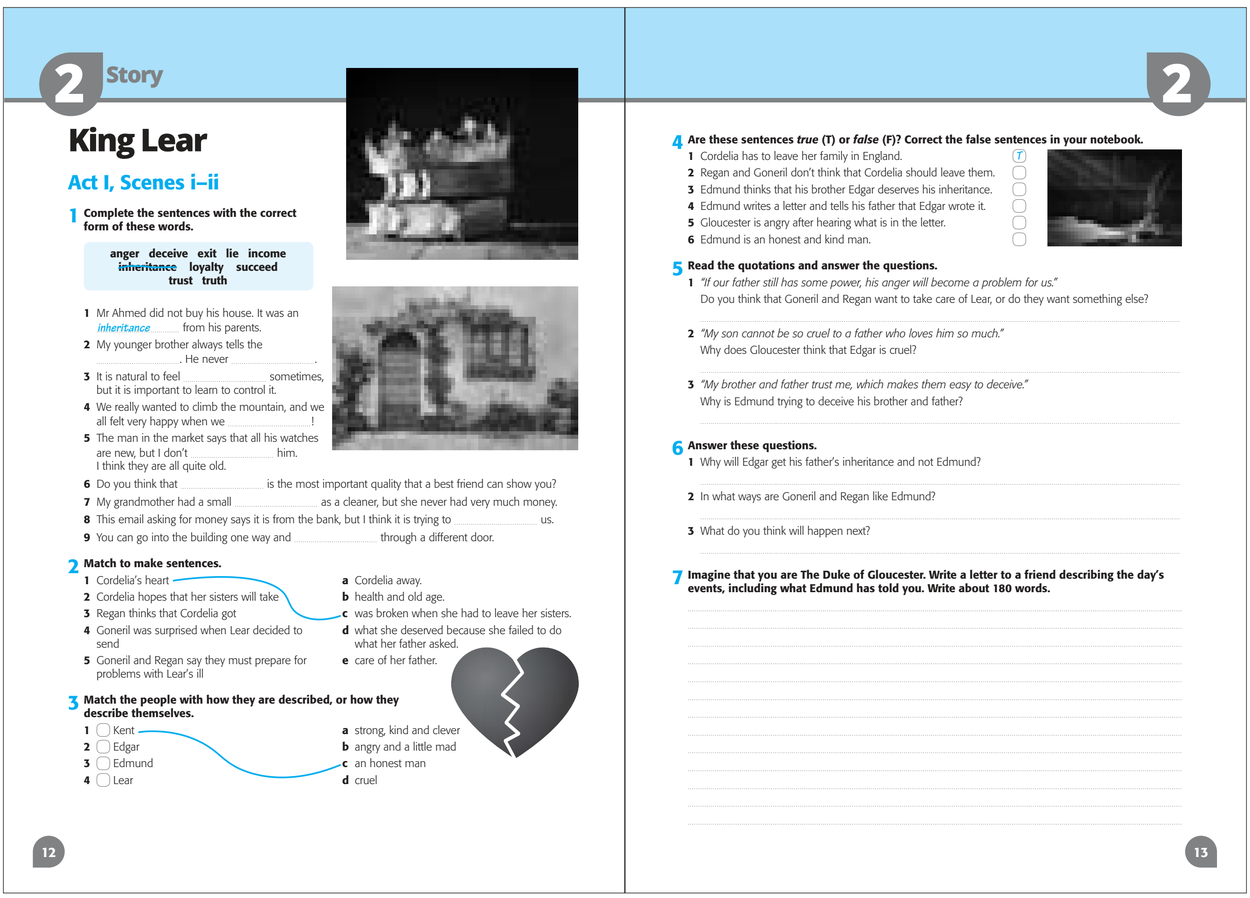
2 Allow students time to complete the task by reading the play again. This task can be completed in pairs or small groups.

3 Whole class check.

Answers

a, b, e

WB pages 12-13



2 Story

King Lear

Act I, Scenes i–ii

1 Complete the sentences with the correct form of these words.

anger deceive exit lie income ~~inheritance~~ loyalty succeed trust truth

1 Mr Ahmed did not buy his house. It was an *inheritance* from his parents.
2 My younger brother always tells the .... He never ....
3 It is natural to feel .... sometimes, but it is important to learn to control it.
4 We really wanted to climb the mountain, and we all felt very happy when we .... !
5 The man in the market says that all his watches are new, but I don't .... him. I think they are all quite old.
6 Do you think that .... is the most important quality that a best friend can show you?
7 My grandmother had a small .... as a cleaner, but she never had very much money.
8 This email asking for money says it is from the bank, but I think it is trying to .... us.
9 You can go into the building one way and .... through a different door.

2 Match to make sentences.

1 Cordelia's heart
2 Cordelia hopes that her sisters will take
3 Regan thinks that Cordelia got
4 Goneril was surprised when Lear decided to send
5 Goneril and Regan say they must prepare for problems with Lear's ill

a Cordelia away.
b health and old age.
c was broken when she had to leave her sisters.
d what she deserved because she failed to do what her father asked.
e care of her father.

3 Match the people with how they are described, or how they describe themselves.

1 Kent
2 Edgar
3 Edmund
4 Lear

a strong, kind and clever
b angry and a little mad
c an honest man
d cruel

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2

4 Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 Cordelia has to leave her family in England. T
2 Regan and Goneril don't think that Cordelia should leave them.
3 Edmund thinks that his brother Edgar deserves his inheritance.
4 Edmund writes a letter and tells his father that Edgar wrote it.
5 Gloucester is angry after hearing what is in the letter.
6 Edmund is an honest and kind man.

5 Read the quotations and answer the questions.

1 *"If our father still has some power, his anger will become a problem for us."*
Do you think that Goneril and Regan want to take care of Lear, or do they want something else?
2 *"My son cannot be so cruel to a father who loves him so much."*
Why does Gloucester think that Edgar is cruel?
3 *"My brother and father trust me, which makes them easy to deceive."*
Why is Edmund trying to deceive his brother and father?

6 Answer these questions.

1 Why will Edgar get his father's inheritance and not Edmund?
2 In what ways are Goneril and Regan like Edmund?
3 What do you think will happen next?

7 Imagine that you are The Duke of Gloucester. Write a letter to a friend describing the day's events, including what Edmund has told you. Write about 180 words.

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1 Complete the sentences with the correct form of these words.

1 Read through the question with the class and see if students remember the meanings of any of the key vocabulary in the word box.

2 Allow students time to complete the task. Point out that students should look at the context to establish what the missing word is. Refer to the example answer.

3 Check answers as a class.

Answers

1 inheritance
2 truth/lies
3 anger
4 succeeded
5 trust
6 loyalty
7 income
8 deceive
9 exit

2 Match to make sentences.

1 Read through the instructions and refer students to the example answer.

2 Give students a few minutes to make the sentences. Encourage them to justify their answers and find the place in the play to support the match.

3 Check answers as a class.

Answers

1 c 2 e 3 d 4 a 5 b

3 Match the people with how they are described, or how they describe themselves.

1 Read the instructions and refer students to the example answer.

2 Ask students to look back through the play to match the characters to the descriptions. Encourage them to justify their answers and find the place in the play to support the match.

3 Check answers as a class.

Answers

1 c 2 a 3 d 4 b

4 Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 Ask students to read the example sentence before they begin and find the place in the play that supports this answer.

2 Give students enough time to complete the task. This can be done in pairs. Remind students to correct the false statements.

3 Check answers as a class.

4 Time permitting, have the students write true or false statements for their peers.

Answers

1 True
2 False. They think she deserves to leave.
3 False. He thinks this is not fair.
4 True
5 True
6 False. He is planning to deceive people.

5 Read the quotations and answer the questions.

1 Ask students to think about when and where the quotations were said, and who they are about.

2 Give students enough time to find the quotations in the story and to summarise their answers.

3 Check answers as a class.

Answers

1 No, they don't want to take care of him. They worry that he will be a problem because he is angry and a little mad. They want his power.
2 Because Gloucester thinks Edgar wants him dead, so that Edgar can have Gloucester's income and share it with Edmund.
3 Edmund wants his father to think that Edgar is cruel so he can have his inheritance. To do this, he deceives Edgar, who thinks his father is angry with him.

6 Answer these questions.

1 Read through the questions and deal with any new vocabulary.

2 Give students enough time to go back to the play and write their answers.

3 Check answers as a class. You can check the students' predictions in the next unit.

Answers

1 Because Edgar is the older brother/the first son.
2 They all want to take something from their fathers.
3 Student's own answers.

7 Imagine that you are The Duke of Gloucester. Write a letter to a friend describing the day's events, including what Edmund has told you. Write about 180 words.

1 Go through the instructions.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

3 Students can write the letter in class or at home.

4 Consider having students read out their letters in the next lesson or exchange letters. Students could vote for the best/most creative letter.

Students' own answers.

UNIT 3 The future of food

Lesson 1

SB pages 26-27 WB page 14


UNIT 3 Lesson 1

The future of food

OBJECTIVES
Reading Two articles about future sources of food and more sustainable farming
Writing Essay with proposals for how to feed people more sustainably in the future; writing a summary
Listening An interview with an expert on sustainable farming
Speaking Speculating about the future
Language *Will / Be going to*; Future continuous
Life skills Problem solving

Before you start
Look at the pictures and think about a farm you have seen or visited.
- What was growing there?
- What animals were there?

FOCUS ON VOCABULARY
Guess the meanings of these words. Then check in a dictionary.
agriculture crop earth innovation livestock production source sustainable variety

Reading

1 **Work in pairs. Do you think there will be more (↑) or less (↓) of each thing in the future?**

More or less?	
1 Farms keeping livestock for meat production	
2 Innovations like technology to dry land that is very wet	
3 Variety in the sources of our food	
4 Scientists creating a variety of new food	
5 Using chemicals to help crops grow faster	
6 Farmers using electric vehicles	

2 **Read two articles about the future of farming. Choose the correct title for each article. There is one title that you don't need.**
a Changes in agriculture that can save the land
b New solutions for our growing world
c Four ways that farmers damage the Earth

1) ......
According to the United Nations, there will be almost 10 billion people in the world by 2050. As a result, we will have to increase our food production by about 70 percent. However, farmers do not have space to keep more livestock and grow more crops. Instead, they'll need to look for more sustainable solutions and this will involve producing a wider variety of food. How would you feel about eating a burger that was grown in a laboratory? Scientists think that it could be more sustainable than keeping livestock. Some of the people who have eaten these burgers say that they can't tell the difference between the new burgers and real meat.

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Lesson 1 3

2) ......
Researchers from the United Nations (UN) have found that some kinds of agriculture are seriously damaging the land. This is not sustainable. If farming continues to cause so much damage, there won't be enough land left for food production. In Europe, most of the damage is due to farmers using too many chemicals, so they will need to find new ways to help their crops grow without having to use so many chemicals. In southern Africa, the problem is that there is too much rain in the summer. In the future, we can expect that farmers in southern Africa will be using innovations in technology to remove water from the land and use it elsewhere.

3 **Read the two articles again. Are these statements *true* (T), *false* (F) or *not included* (NI)?**
1 Both articles describe technological solutions to future food problems. *T*
2 According to scientists, rising sea levels will change how we grow food.
3 The UN believes that agriculture always has a negative effect on the climate.
4 Both articles describe the damage done to the environment by livestock.
5 The first article mentions the taste of food made in a laboratory.

4 **Look at the articles again. Complete the table with the correct information.**

Problem	Reason	Possible solution
1 We will need *to produce more food*.	There will be a lot more people living on the Earth.	We will need to produce ......
2 Some farmland in Europe is damaged.	Farmers are using	Farmers will need to find new ......
3 In southern Africa, there is too much rain in the	Climate change.	Farmers will need to use new ......

Speaking

5 **Work in pairs. Describe a problem that is facing the world. Tell your partner the reasons for it and then brainstorm possible solutions together.**

The world is getting warmer and this is causing climate change.

We should use less electricity and save energy.

SKILLS FOR LIFE
We all have to deal with problems. First, we need to understand what the problem is. Then we can find out the reason for the problem. This will help us to understand how to solve it and reach possible solutions.

Video

WORKBOOK PAGE 14

27

OBJECTIVES

Reading: Two articles about future sources of food and more sustainable farming

Writing: Essay with proposals for how to feed people more sustainably in the future; writing a summary

Listening: An interview with an expert on sustainable farming

Speaking: Speculating about the future

Language: *Will / Be going to;* Future continuous

Life skills: Problem solving

Before you start

Look at the pictures and think about a farm you have seen or visited.

1 Refer students to the pictures and the title of the unit then have students discuss the two questions in small groups.

2 Lead a whole class discussion on students' experiences with farms and farm animals and products.

Students' own answers.

Focus on vocabulary

Guess the meanings of these words. Then check in a dictionary.

1 Go over the pronunciation of the words in the word box and ask if students know any of these words.

2 Then have students check their answers in a dictionary and deal with any questions as required.

Students' own answers.

Reading

1 Work in pairs. Do you think there will be more (↑) or less (↓) of each thing in the future?

1 Explain that this is a prediction task so there is not necessarily a right or wrong answer, though students will be able to check their predictions later on.

2 Go over the instructions and the different statements in the table. Refer students to the definitions they looked up in the previous exercise as needed.

3 Motivate students to complete the task alone then compare answers with a partner or in small groups.

4 Have some whole class feedback and ask students to justify their views. You might even have a mini debate if students have opposing ideas about the future.

Students' own answers.

2 Read two articles about the future of farming. Choose the correct title for each article. There is one title that you don't need.

1 Go over the instructions with students and explain that they must read the articles quickly in order to skim for the answers. Tell them not to stop if there are any words they do not know, but to get the gist of the articles in order to choose the correct titles. Set a time limit.

2 Invite students to compare answers in small groups, then feedback to the class.

Answers

1 b 2 a

3 Read the two articles again. Are these statements *true* (T), *false* (F) or *not included* (NI)?

1 Explain that students will now read the articles again but this time more slowly to answer the questions.

2 Allow students some time to answer the questions, then pair check before whole class check. Ask students to explain where in the articles they found evidence to support their answers and to correct false statements.

Answers

1 True 2 Not included
3 Not included
4 False. Only the first article describes the damage done by livestock.
5 True

4 Look at the articles again. Complete the table with the correct information.

1 Explain that students will read the articles again but this time they are looking for specific information to complete the table.

2 Allow students some time to answer the questions, then pair check before whole class check. Ask students to explain where in the articles they found the missing information.

Answers

1 We will need **to produce more food**. There will be a lot more people living on the Earth. We will need to produce **a wider variety of food**.
2 Some farmland in Europe is damaged. Farmers are using **too many chemicals**. Farmers will need to find new **ways to help their crops grow**.
3 In southern Africa, there is too much rain in the **summer**. Climate change. Farmers will need to use new **innovations (to dry the land).**

Speaking

5 Work in pairs. Describe a problem that is facing the world. Tell your partner the reasons for it and then brainstorm possible solutions together.

1 Look at the instructions and speech bubbles with students and go over any new words.

2 Explain that the pairs will have 3 minutes to discuss the problems and that they should make notes of their answers. Monitor and offer support as needed.

3 Have each pair join another pair and start a pyramid discussion on the students' problems and suggestions.

4 Lead whole class feedback and, time permitting, rank the advice in order of most/least useful. Encourage students to justify their views with practical examples.

Students' own answers.

Skills for life

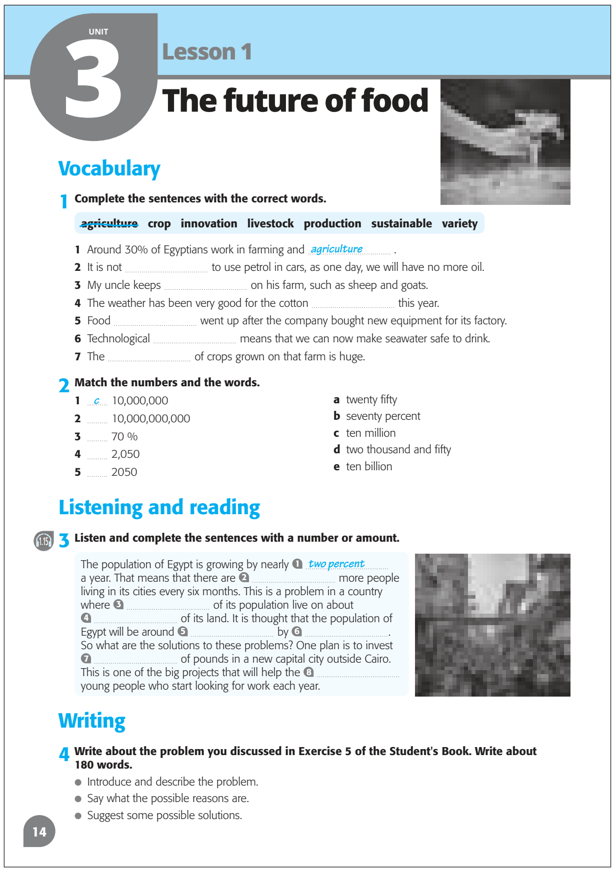
1 Ask a student to read the Skills for life box. Do they agree that they should know the reason for the problem first? Why? Can they give examples of times they have understood and solved their problems?

2 Refer students to the video provided. You can check understanding by asking a few questions after they have watched it: How can you help protect the Earth? *How do livestock damage the land they live on?*

Video script

Would you like to do more to help the environment by living a more sustainable life? It's actually easier than you might think. There are many small changes you can make that will help to protect the Earth. Here are three of them.
Let's start with food. You don't have to become a vegetarian, but eating less meat will help the environment. Livestock produce dangerous gases and they can damage the land they live on.
When you need to travel, think about whether you really need to go in the car or take the bus. It's often possible to walk or ride a bike instead and these are more sustainable ways of travelling.
Everyone likes to get new things, but before you ask your parents to buy you new clothes or new games, ask yourself if you really need them. It isn't sustainable for people to continue buying so much stuff!

WB page 14


UNIT 3 Lesson 1

The future of food

Vocabulary

1 Complete the sentences with the correct words.

~~agriculture~~ crop innovation livestock production sustainable variety

1 Around 30% of Egyptians work in farming and *agriculture* .
2 It is not .... to use petrol in cars, as one day, we will have no more oil.
3 My uncle keeps .... on his farm, such as sheep and goats.
4 The weather has been very good for the cotton .... this year.
5 Food .... went up after the company bought new equipment for its factory.
6 Technological .... means that we can now make seawater safe to drink.
7 The .... of crops grown on that farm is huge.

2 Match the numbers and the words.

1 *c* 10,000,000
2 10,000,000,000
3 .... 70 %
4 2,050
5 2050

a twenty fifty
b seventy percent
c ten million
d two thousand and fifty
e ten billion

Listening and reading

1.15 3 Listen and complete the sentences with a number or amount.

The population of Egypt is growing by nearly (1) *two percent* a year. That means that there are (2) .... more people living in its cities every six months. This is a problem in a country where (3) .... of its population live on about (4) .... of its land. It is thought that the population of Egypt will be around (5) .... by (6) .... So what are the solutions to these problems? One plan is to invest (7) .... of pounds in a new capital city outside Cairo. This is one of the big projects that will help the (8) .... young people who start looking for work each year.

Writing

4 Write about the problem you discussed in Exercise 5 of the Student's Book. Write about 180 words.
- Introduce and describe the problem.
- Say what the possible reasons are.
- Suggest some possible solutions.

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Vocabulary

1 Complete the sentences with the correct words.

1 Point out that the words in the word bank are the same as those found in the texts about the future of farming in the Student's Book, so students can refer to this if they want to see the words in context.

2 Look at the example sentence. Tell students to complete the exercise alone or in pairs. They can check their dictionaries if they wish.

3 Check answers as a class.

Answers

1 agriculture	2 sustainable
3 livestock	4 crop
5 production	6 innovation
7 variety	

2 Match the numbers and the words.

1 Look at the example and then put students in pairs to complete the task. Monitor and support as needed.

2 Students complete the task, then check their answers with another pair.

3 Check as a class by inviting answers from different students. Time permitting, you could ask students to dictate different numbers to each other.

Answers

1 c	2 e	3 b	4 d	5 a

Listening and reading

3 Listen and complete the sentences with a number or amount.

1 Allow time for students to read the passage and go over any new words.

2 Play the recording and pause at the example answer to make sure students have understood the task.

3 Play the rest of the recording and have students complete the task alone.

4 Students pair check and then you can invite volunteers to read out their answers to the class. Deal with any queries as needed.

Answers

1 two percent
2 one million
3 95 percent
4 four percent
5 128 million
6 2030
7 billions
8 700,000

Audioscript

The population of Egypt is growing by nearly two percent a year. That means that there are one million more people living in its cities every six months. This is a problem in a country where 95 percent of its population live on about four percent of its land. It is thought that the population of Egypt will be around 128 million by 2030. So what are the solutions to these problems? One plan is to invest billions of pounds in a new capital city outside Cairo. This is one of the big projects that will help the 700,000 young people who start looking for work each year.

Writing

4 Write about the problem you discussed in Exercise 5 of the Student's Book. Write about 180 words.

1 You could assign the problems to different pairs or small groups and have them brainstorm possible solutions. Tell them to note down ideas. They can refer to the texts in the Student's Book if they wish.

2 Make a note on the board of the students' ideas for each problem.

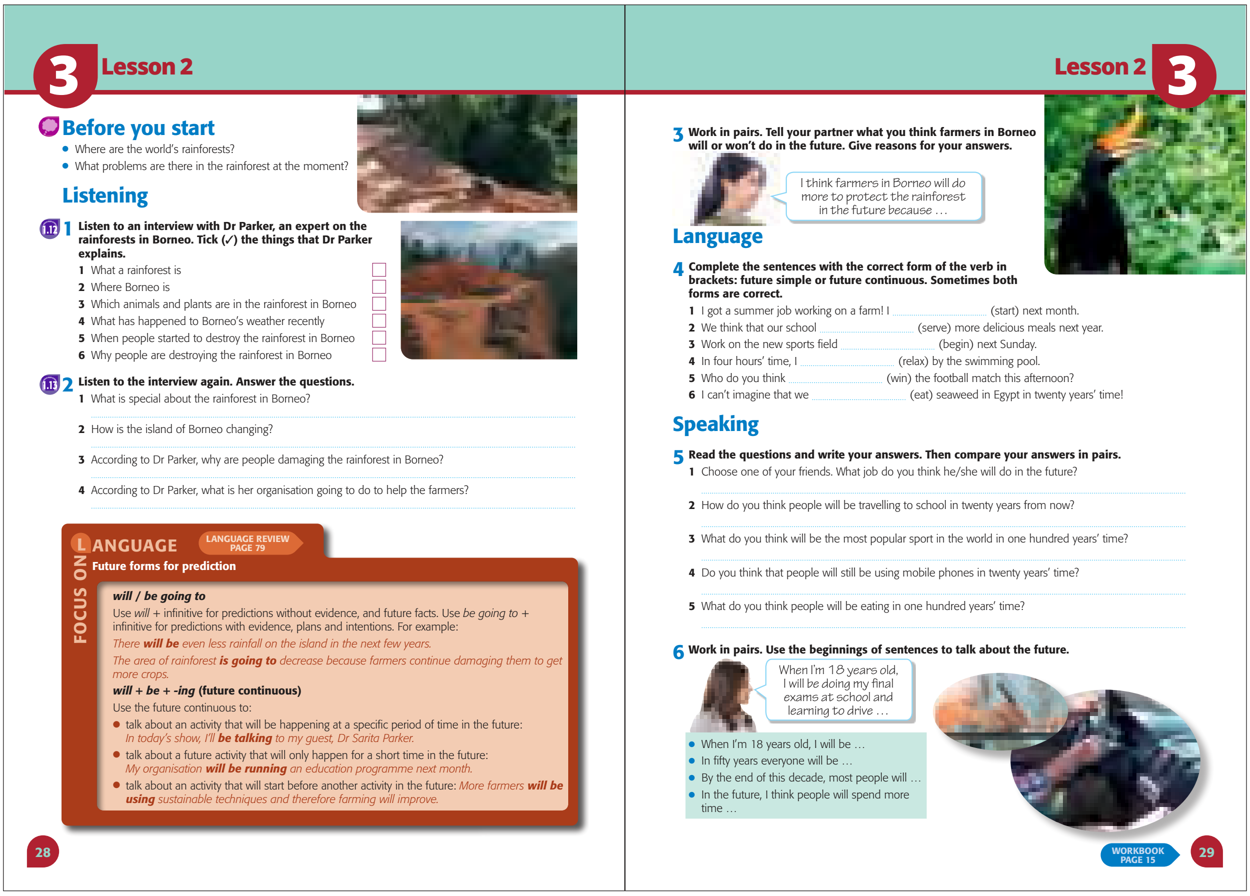
3 Instruct students to choose a problem and complete the writing task individually. Allow time for them to write their paragraphs; go round and check their work, offering prompts if necessary.

4 Invite students to read out their paragraphs to the class. Try to choose students who have chosen different problems. Allow students enough time to write the paragraph. Display the students' work on the walls and have a gallery walk. You can take in their work to mark.

Students' own answers.

Lesson 2

SB pages 28–29 WB page 15



3 Lesson 2

Before you start

- Where are the world's rainforests?
- What problems are there in the rainforest at the moment?

Listening

1.12 **1 Listen to an interview with Dr Parker, an expert on the rainforests in Borneo. Tick (✓) the things that Dr Parker explains.**

1. What a rainforest is ☐
2. Where Borneo is ☐
3. Which animals and plants are in the rainforest in Borneo ☐
4. What has happened to Borneo's weather recently ☐
5. When people started to destroy the rainforest in Borneo ☐
6. Why people are destroying the rainforest in Borneo ☐

1.13 **2 Listen to the interview again. Answer the questions.**

1. What is special about the rainforest in Borneo? ……
2. How is the island of Borneo changing? ……
3. According to Dr Parker, why are people damaging the rainforest in Borneo? ……
4. According to Dr Parker, what is her organisation going to do to help the farmers? ……

FOCUS ON LANGUAGE — LANGUAGE REVIEW PAGE 79

Future forms for prediction

will / be going to

Use *will* + infinitive for predictions without evidence, and future facts. Use *be going to* + infinitive for predictions with evidence, plans and intentions. For example:

*There **will be** even less rainfall on the island in the next few years.*

*The area of rainforest **is going to** decrease because farmers continue damaging them to get more crops.*

***will + be + -ing* (future continuous)**

Use the future continuous to:

- talk about an activity that will be happening at a specific period of time in the future: *In today's show, I'll **be talking** to my guest, Dr Sarita Parker.*
- talk about a future activity that will only happen for a short time in the future: *My organisation **will be running** an education programme next month.*
- talk about an activity that will start before another activity in the future: *More farmers **will be using** sustainable techniques and therefore farming will improve.*

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Lesson 2 3

3 Work in pairs. Tell your partner what you think farmers in Borneo will or won't do in the future. Give reasons for your answers.

I think farmers in Borneo will do more to protect the rainforest in the future because …

Language

4 Complete the sentences with the correct form of the verb in brackets: future simple or future continuous. Sometimes both forms are correct.

1. I got a summer job working on a farm! I …… (start) next month.
2. We think that our school …… (serve) more delicious meals next year.
3. Work on the new sports field …… (begin) next Sunday.
4. In four hours' time, I …… (relax) by the swimming pool.
5. Who do you think …… (win) the football match this afternoon?
6. I can't imagine that we …… (eat) seaweed in Egypt in twenty years' time!

Speaking

5 Read the questions and write your answers. Then compare your answers in pairs.

1. Choose one of your friends. What job do you think he/she will do in the future? ……
2. How do you think people will be travelling to school in twenty years from now? ……
3. What do you think will be the most popular sport in the world in one hundred years' time? ……
4. Do you think that people will still be using mobile phones in twenty years' time? ……
5. What do you think people will be eating in one hundred years' time? ……

6 Work in pairs. Use the beginnings of sentences to talk about the future.

When I'm 18 years old, I will be doing my final exams at school and learning to drive …

- When I'm 18 years old, I will be …
- In fifty years everyone will be …
- By the end of this decade, most people will …
- In the future, I think people will spend more time …

WORKBOOK PAGE 15

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Before you start

1 Look at the questions with the class, refer to the picture and allow them time to discuss their answers in small groups. If necessary, show a map of the world and have students identify where the rainforests are.

2 Brainstorm a few ideas in response to the second question. Tell students that they will have a chance to check their facts in the next listening exercise.

Students' own answers.

Listening

1 Listen to an interview with Dr Parker, an expert on the rainforests in Borneo. Tick (✔) the things that Dr Parker explains.

1 Read the questions with students and clarify any blocking vocabulary.

2 Students listen then check their answers in pairs.

3 Go through the answers with the whole class; if necessary, play the recording again. With weaker students, you can distribute the tapescript so they can read and listen at the same time.

4 Check if any of the students' ideas are mentioned by Dr Parker.

Answers

1 ✔ 2 ✔ 4 ✔ 6 ✔

Audioscript

Interviewer:	*Hello everyone. In today's show I'll be talking to my guest, Dr Sarita Parker, who's an expert on the rainforests in Borneo. Welcome to the show, Dr Parker.*
Dr Parker:	*It's great to be with you, John.*
Interviewer:	*Now, we all think that we know what a rainforest is, but how would you describe it?*
Dr Parker:	*A rainforest has a lot of trees and many different types of animals and plants live in it. And it's a place that's usually very hot and it rains a lot, too.*
Interviewer:	*And what can you tell us about the rainforests in Borneo?*
Dr Parker:	*Well, Borneo is a large island in South-East Asia, and it has one of the oldest rainforests in the world. However, recently the island has become hotter and there has been less rain than usual. And scientists think that there will be even less rainfall on the island in the next few years.*
Interviewer:	*Why is that?*
Dr Parker:	*Unfortunately, some farmers are cutting down trees and starting fires so they can grow crops and keep livestock there. Now the rainforest is about thirty percent smaller today than it was forty years ago. And if there's less rainforest, there's less rain and the island will get even hotter, you see. So, we're very worried that farmers are going to continue to damage the rainforest over the next few decades. That would be terrible for the animals and plant life in the rainforest, and Borneo would heat up even more.*
Interviewer:	*Do you think those farmers will keep cutting down so many trees in the future, or will they use more sustainable ways to grow crops and keep livestock?*
Dr Parker:	*Well, it won't be easy. Of course, many farmers are just trying to feed their families, however, we hope that in a few years' time, more farmers will be using sustainable farming techniques and things will improve. They need more information about how they can plant new trees and move crops around from one field to another each year. But farmers won't change until they understand why they need to change and they have everything they need to do that. My organisation will be running an education programme next month to help them.*
Interviewer:	*Thank you very much for your time, Dr Parker.*

2 Listen to the interview again. Answer the questions.

1 Put students in pairs to read the sentences. Do the first question with students and pause the recording as needed.

2 Play the rest of the recording. Students complete the task then they check their answers in pairs.

3 Whole class check by inviting answers from different students. Play the recording again as needed.

Suggested answers

1 It's one of the oldest rainforests in the world.
2 It's getting hotter and there is less rain.
3 To grow crops and keep livestock.
4 Use sustainable farming techniques.

3 Work in pairs. Tell your partner what you think farmers in Borneo will or won't do in the future. Give reasons for your answers.

1 Read the questions with students. Tell them that they will discuss the questions in pairs and express their opinions.

2 Review ways to talk about the future. Refer students to the rules in the *Focus on Language* box, the speech bubble and *Language Review* section.

3 Give students some time to think of their predictions then put students in pairs to complete the task. Remind students to make notes of their views. Go round and listen, offering support when needed.

4 Invite students to share their ideas with the whole class. You could write the students' ideas on the board and see which are the most common.

Students' own answers.

Language

4 Complete the sentences with the correct form of the verb in brackets: future simple or future continuous. Sometimes both forms are correct.

1 Look at the gapped sentences and clarify any unknown vocabulary.

2 Have students determine what the context is for each sentence and refer them to the rules in the *Focus on Language* box and *Language Review* section to choose the best form of the future. Remind them that sometimes both future simple or continuous are possible.

3 Allow time for students to complete the task alone or in pairs.

4 Ask different students to read out the answers.

Answers

1 will start/will be starting
2 will serve/will be serving
3 will begin
4 will be relaxing
5 will win
6 will be eating

Speaking

5 Read the questions and write your answers. Then compare your answers in pairs.

1 Look at the instructions and the questions. Clarify any new words as needed.

2 Allow students some time to answer the questions alone. They can make notes if they wish and then compare answers with a partner. Remind students to use the appropriate future form in their answers. Go round and monitor, offering support when needed.

3 Invite a few students to share their ideas with the whole class and discuss any difference of opinions. Remember to praise examples of good language.

Students' own answers.

6 Work in pairs. Use the beginnings of sentences to talk about the future.

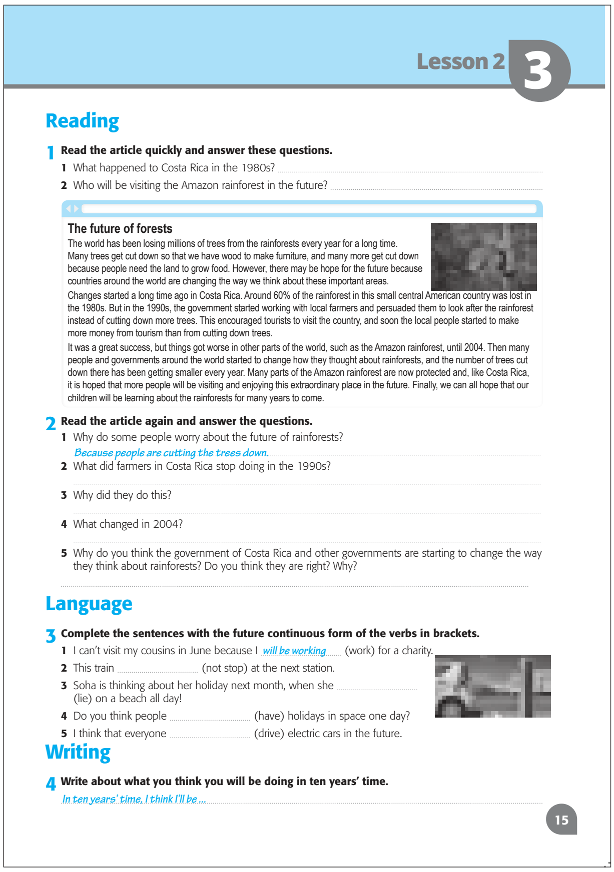
1 Look at the instructions and the sentence stems. Establish with the students which is the best future form to complete each sentence.

2 Refer students to the sample answer in the speech bubble and allow students some time to answer the questions alone. They can make notes if they wish and then compare answers with a partner. Go round and monitor, offering support where needed.

3 Invite pairs to join other pairs. Does anyone share the same views on the future?

Students' own answers.

WB page 15



Lesson 2 3

Reading

1 Read the article quickly and answer these questions.
1 What happened to Costa Rica in the 1980s? ……
2 Who will be visiting the Amazon rainforest in the future? ……

The future of forests

The world has been losing millions of trees from the rainforests every year for a long time. Many trees get cut down so that we have wood to make furniture, and many more get cut down because people need the land to grow food. However, there may be hope for the future because countries around the world are changing the way we think about these important areas.

Changes started a long time ago in Costa Rica. Around 60% of the rainforest in this small central American country was lost in the 1980s. But in the 1990s, the government started working with local farmers and persuaded them to look after the rainforest instead of cutting down more trees. This encouraged tourists to visit the country, and soon the local people started to make more money from tourism than from cutting down trees.

It was a great success, but things got worse in other parts of the world, such as the Amazon rainforest, until 2004. Then many people and governments around the world started to change how they thought about rainforests, and the number of trees cut down there has been getting smaller every year. Many parts of the Amazon rainforest are now protected and, like Costa Rica, it is hoped that more people will be visiting and enjoying this extraordinary place in the future. Finally, we can all hope that our children will be learning about the rainforests for many years to come.

2 Read the article again and answer the questions.
1 Why do some people worry about the future of rainforests?
Because people are cutting the trees down.
2 What did farmers in Costa Rica stop doing in the 1990s?
3 Why did they do this?
4 What changed in 2004?
5 Why do you think the government of Costa Rica and other governments are starting to change the way they think about rainforests? Do you think they are right? Why?

Language

3 Complete the sentences with the future continuous form of the verbs in brackets.
1 I can't visit my cousins in June because I *will be working* (work) for a charity.
2 This train …… (not stop) at the next station.
3 Soha is thinking about her holiday next month, when she …… (lie) on a beach all day!
4 Do you think people …… (have) holidays in space one day?
5 I think that everyone …… (drive) electric cars in the future.

Writing

4 Write about what you think you will be doing in ten years' time.
In ten years' time, I think I'll be …

15

Reading

1 Read the article quickly and answer these questions.

1 Explain that students will scan an article quickly to find the answers to the first two questions. Set a time limit of 2 minutes for this task.

2 Look at the questions with students and point out they are looking for an event (what) and people (who).

3 Tell students to complete the exercise alone.

4 Check answers as a class.

Answers

1 It lost around 60% of its rainforests.
2 More tourists

2 Read the article again and answer the questions.

1 Explain that the students will read the article again but this time more slowly.

2 Look at the questions with the students and clarify any unknown vocabulary.

3 Tell students to complete the exercise alone. Set a time limit of four minutes for this task.

4 Students can check their answers in pairs and then check as a class.

Answers

1 Because people are cutting down trees.
2 They stopped cutting down trees.
3 Because the government persuaded them to look after the rainforest.
4 People around the world started to change how they thought about rainforests, and the number of trees cut down has been getting smaller every year.
5 Because this could help the people, the trees and the wildlife in these countries. I agree, because this is beneficial to the whole world and will help us avoid future problems.

Language

3 Complete the sentences with the future continuous form of the verbs in brackets.

1 Tell students to read the example, then allow time for them to complete the task alone or in pairs. Refer students to the rules in the *Focus on Language* box in their Student's Book as needed.

2 Check answers as a class.

Answers

1 will be working
2 will not be stopping
3 will be lying
4 will be having
5 will be driving

Writing

4 Write about what you think you will be doing in ten years' time.

1 Brainstorm a few ideas from the class and make notes on the board.

2 Instruct students to complete the writing task alone. Allow time for them to write their paragraphs; go round and check their work, offering prompts if necessary.

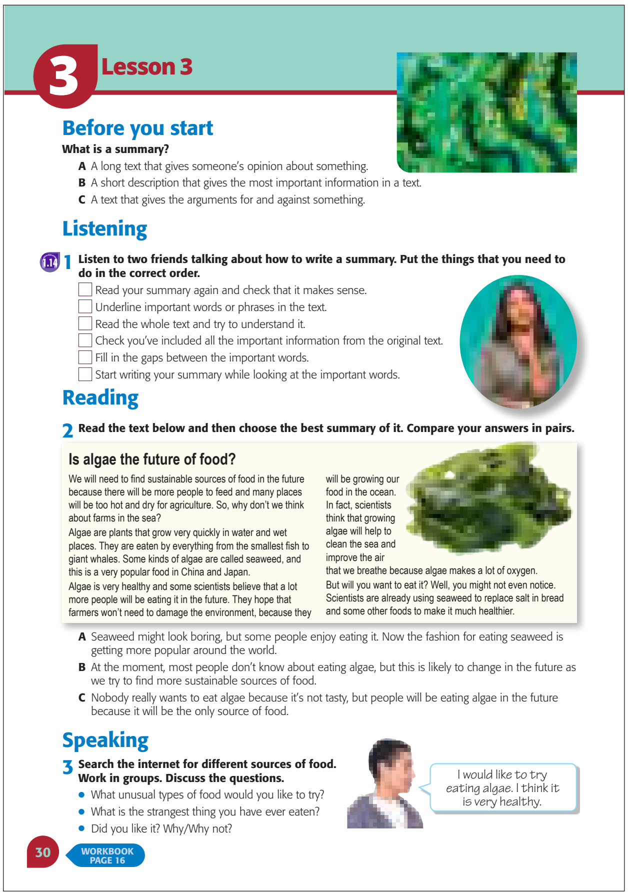
3 Invite different students to read out their writing to the class. Allow students enough time to do the exercise. Display students' work on the walls and have a gallery walk. Students could hide their names from their writing and the others must guess who the author is.

4 You can take in their work to mark.

Students' own answers.

Lesson 3

SB page 30 WB page 16


3 Lesson 3

Before you start

What is a summary?

A A long text that gives someone's opinion about something.
B A short description that gives the most important information in a text.
C A text that gives the arguments for and against something.

Listening

1.14 1 Listen to two friends talking about how to write a summary. Put the things that you need to do in the correct order.

☐ Read your summary again and check that it makes sense.
☐ Underline important words or phrases in the text.
☐ Read the whole text and try to understand it.
☐ Check you've included all the important information from the original text.
☐ Fill in the gaps between the important words.
☐ Start writing your summary while looking at the important words.

Reading

2 Read the text below and then choose the best summary of it. Compare your answers in pairs.

Is algae the future of food?

We will need to find sustainable sources of food in the future because there will be more people to feed and many places will be too hot and dry for agriculture. So, why don't we think about farms in the sea?

Algae are plants that grow very quickly in water and wet places. They are eaten by everything from the smallest fish to giant whales. Some kinds of algae are called seaweed, and this is a very popular food in China and Japan.

Algae is very healthy and some scientists believe that a lot more people will be eating it in the future. They hope that farmers won't need to damage the environment, because they will be growing our food in the ocean. In fact, scientists think that growing algae will help to clean the sea and improve the air that we breathe because algae makes a lot of oxygen.

But will you want to eat it? Well, you might not even notice. Scientists are already using seaweed to replace salt in bread and some other foods to make it much healthier.

A Seaweed might look boring, but some people enjoy eating it. Now the fashion for eating seaweed is getting more popular around the world.
B At the moment, most people don't know about eating algae, but this is likely to change in the future as we try to find more sustainable sources of food.
C Nobody really wants to eat algae because it's not tasty, but people will be eating algae in the future because it will be the only source of food.

Speaking

3 Search the internet for different sources of food. Work in groups. Discuss the questions.

- What unusual types of food would you like to try?
- What is the strangest thing you have ever eaten?
- Did you like it? Why/Why not?

30 WORKBOOK PAGE 16

Before you start

What is a summary?

1 Write the word *summary* on the board and elicit the meaning. Then ask students to choose the best definition.

Answers

B

Listening

1 Listen to two friends talking about how to write a summary. Put the things you need to do in the correct order.

1 Read the instructions and the statements. Clarify the meaning of any new words and have students predict the correct order.

2 Students listen while you play the recording. Give students the first answer if necessary.

3 Students can check answers in pairs before going through as a class.

Answers

5 Read your summary again and check that it makes sense.
2 Underline important words or phrases in the text
1 Read the whole text and try to understand it.
6 Check you've included all the important information from the original text.
4 Fill in the gaps between the important words.
3 Start writing your summary while looking at the important words

Audioscript

Amir: *Is that your homework, Hany?*
Hany: *Yes. What's wrong with it? It took me ages.*
Amir: *I can see that. It's very long.*
Hany: *So what?*
Amir: *Well, we were asked to write a summary, and yours looks longer than the text we're summarising! You know it should be shorter, right?*
Hany: *Yes, I know that. But I didn't want to miss anything important.*
Amir: *So, what was the text about?*
Hany: *I can't remember, but it's all in my summary.*
Amir: *My friend, you need to think more and write less. Start by reading the whole text and try to understand as much as you can. Ask yourself: What's the main idea? How would I explain it to a friend quickly? Don't start writing anything until you've done that.*
Hany: *But you know me. I always forget something important.*
Amir: *Then you should read the text again. But the second time, underline the most important words or phrases in it. These are usually nouns for the things or people that the text is about, verbs for important actions, or phrases for times and places.*
Hany: *Okay.*
Amir: *After that, try to only look at the important words that you underlined when you're writing your summary. And just write complete sentences that fill in the gaps between those words.*
Hany: *I see.*

Amir: *It's also helpful to use words or phrases that show the order in which things happen. Phrases like 'first', 'after that' or 'finally'.*

Hany: *And then?*

Amir: *When you've finished writing your summary, read it again. Check that it's clear, and then look back at the original text to see if you've included all the important information.*

Reading

2 Read the text below and then choose the best summary of it. Compare your answers in pairs.

1 Give students time to read through the text and try to summarise it themselves.

2 Then allow students to compare their summaries in pairs and compare with the summaries below the text.

3 Nominate students to give their answers. Were their summaries similar to the correct answer?

Answers

B

Speaking

3 Search the internet for different sources of food. Work in groups. Discuss the questions.

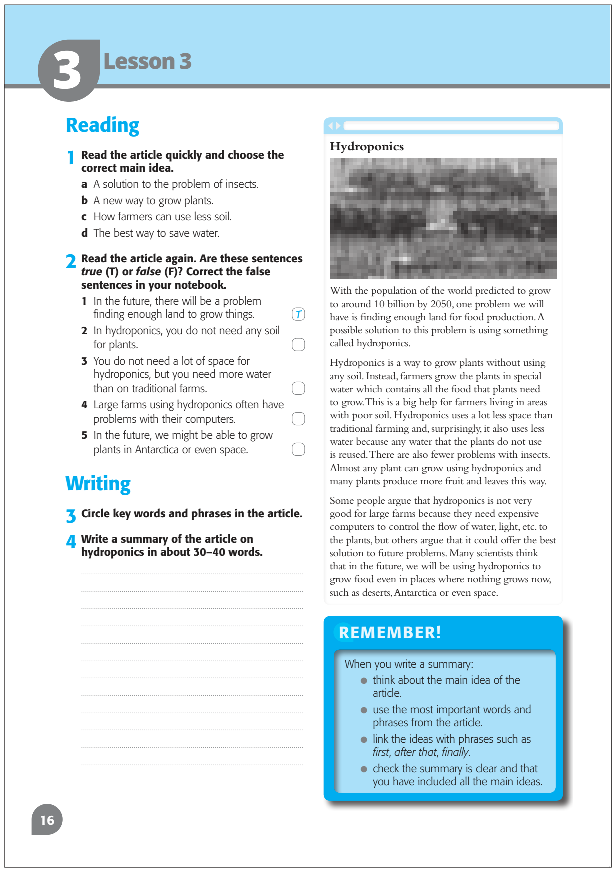
1 Give students time to read through the instructions and the speech bubble. Encourage them to use the ideas they read about in Exercise 2.

2 Then allow students to complete the task in small groups. Set time limits and monitor as needed.

3 Ask a few spokespeople to share their ideas with the rest of the class. Encourage students to share their experiences of unusual food and vote on the most unusual.

Students' own answers.

WB page 16



3 Lesson 3

Reading

1 Read the article quickly and choose the correct main idea.

a A solution to the problem of insects.
b A new way to grow plants.
c How farmers can use less soil.
d The best way to save water.

2 Read the article again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 In the future, there will be a problem finding enough land to grow things. T
2 In hydroponics, you do not need any soil for plants.
3 You do not need a lot of space for hydroponics, but you need more water than on traditional farms.
4 Large farms using hydroponics often have problems with their computers.
5 In the future, we might be able to grow plants in Antarctica or even space.

Writing

3 Circle key words and phrases in the article.

4 Write a summary of the article on hydroponics in about 30–40 words.

Hydroponics

With the population of the world predicted to grow to around 10 billion by 2050, one problem we will have is finding enough land for food production. A possible solution to this problem is using something called hydroponics.

Hydroponics is a way to grow plants without using any soil. Instead, farmers grow the plants in special water which contains all the food that plants need to grow. This is a big help for farmers living in areas with poor soil. Hydroponics uses a lot less space than traditional farming and, surprisingly, it also uses less water because any water that the plants do not use is reused. There are also fewer problems with insects. Almost any plant can grow using hydroponics and many plants produce more fruit and leaves this way.

Some people argue that hydroponics is not very good for large farms because they need expensive computers to control the flow of water, light, etc. to the plants, but others argue that it could offer the best solution to future problems. Many scientists think that in the future, we will be using hydroponics to grow food even in places where nothing grows now, such as deserts, Antarctica or even space.

REMEMBER!

When you write a summary:
- think about the main idea of the article.
- use the most important words and phrases from the article.
- link the ideas with phrases such as *first, after that, finally*.
- check the summary is clear and that you have included all the main ideas.

16

Reading

1 Read the article quickly and choose the correct main idea.

1 Explain to students that they will read an article quickly to find the gist. Set a time limit of 2 minutes for this task.

2 Look at the possible main ideas with students and clarify any unknown vocabulary.

3 Tell students to complete the exercise alone.

4 Check answers as a class.

Answers

b

2 Read the article again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 Explain that students will read the article

again but this time more slowly. Set a time limit of 4 minutes for this task.

2 Look at the statements with the students and clarify any unknown vocabulary.

3 Tell the students to complete the exercise alone.

4 Ask them to check answers in pairs before giving feedback as a class. Ask students to read out the correct sentence from their notebook if they think an answer is false.

Answers

1 True
2 True
3 False. You need less water than on traditional farms.
4 False. They need expensive computers (but do not necessarily have problems).
5 True

Writing

3 Circle keywords and phrases in the article.

1 Ask students work in pairs and to look at the article again. Explain that they should identify keywords and phrases. Ask for a few examples of keywords or phrases, to check understanding.

2 Allow students time to complete the task.

3 Go round the classroom as they work, monitoring and helping as necessary.

4 Compare answers as a class. Explain that there will be some variation in students' answers.

Students' own answers.

4 Write a summary of the article on hydroponics in about 30–40 words.

1 Refer students to the *Remember!* box and tell them to use this as a checklist for their summaries.

2 Instruct students to complete the writing task alone. Allow time for them to write their summaries; go round and check their work, offering prompts if necessary.

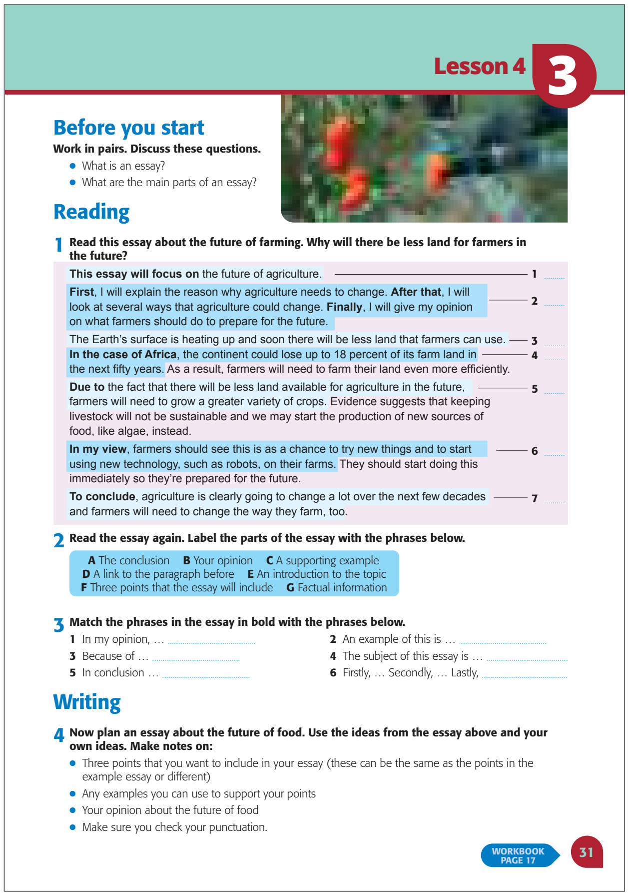
3 Invite students to swap their summaries and use the *Remember!* checklist to check each other's work.

4 You can take in their work to mark.

Students' own answers.

Lesson 4

SB page 31 WB page 17


Lesson 4 3

Before you start

Work in pairs. Discuss these questions.

- What is an essay?
- What are the main parts of an essay?

Reading

1 Read this essay about the future of farming. Why will there be less land for farmers in the future?

This essay will focus on the future of agriculture. — 1 ......

First, I will explain the reason why agriculture needs to change. **After that**, I will look at several ways that agriculture could change. **Finally**, I will give my opinion on what farmers should do to prepare for the future. — 2 ......

The Earth's surface is heating up and soon there will be less land that farmers can use. — 3 ......
In the case of Africa, the continent could lose up to 18 percent of its farm land in the next fifty years. — 4 ...... As a result, farmers will need to farm their land even more efficiently.

Due to the fact that there will be less land available for agriculture in the future, — 5 ...... farmers will need to grow a greater variety of crops. Evidence suggests that keeping livestock will not be sustainable and we may start the production of new sources of food, like algae, instead.

In my view, farmers should see this is as a chance to try new things and to start using new technology, such as robots, on their farms. — 6 ...... They should start doing this immediately so they're prepared for the future.

To conclude, agriculture is clearly going to change a lot over the next few decades and farmers will need to change the way they farm, too. — 7 ......

2 Read the essay again. Label the parts of the essay with the phrases below.

A The conclusion **B** Your opinion **C** A supporting example
D A link to the paragraph before **E** An introduction to the topic
F Three points that the essay will include **G** Factual information

3 Match the phrases in the essay in bold with the phrases below.

1 In my opinion, … ......
2 An example of this is … ......
3 Because of … ......
4 The subject of this essay is … ......
5 In conclusion … ......
6 Firstly, … Secondly, … Lastly, ...

Writing

4 Now plan an essay about the future of food. Use the ideas from the essay above and your own ideas. Make notes on:

- Three points that you want to include in your essay (these can be the same as the points in the example essay or different)
- Any examples you can use to support your points
- Your opinion about the future of food
- Make sure you check your punctuation.

WORKBOOK PAGE 17 31

Before you start

Work in pairs. Discuss these questions.

1 Write the word *Essay* on the board and brainstorm words connected to this word to clarify the meaning.

2 Invite students to answer the questions in small groups then whole class feedback.

Answers

- An essay is a short piece of writing on a specific topic.
- The main parts of an essay are:
  - An introduction to the topic.
  - The points that the essay will include.
  - A supporting example.
  - A link to the paragraph before.
  - Your opinion
  - The conclusion

Reading

1 Read this essay about the future of farming. Why will there be less land for farmers in the future?

1 Read the question and explain students must read the essay quickly to find the answer. They should not stop if they find any new words as these will be dealt with later.

2 Allow students some time to complete the task alone or in pairs, then whole class check.

Answers

The Earth's surface is heating up (and soon there will be less land that farmers can use).

2 Read the essay again. Label the parts of the essay with the phrases below.

1 Explain that students will read the essay more carefully this time to understand how it is structured. Look at the phrases in the box and do the first one with the students.

2 Students complete the task alone. Ask them to compare answers with a partner before checking as a class.

Answers

1 E	2 F	3 G	4 C
5 D	6 B	7 A	

3 Match the phrases in the essay in bold with the phrases below.

1 Refer students to the phrases in bold in the essay and ask them if they know other ways of expressing the same meaning.

2 Ask students to look at the phrases in Exercise 3 to see if any of their ideas are listed.

3 Read the instructions and give students some time to complete the task.

4 Students complete the task alone then check in pairs.

Answers

1 In my view, …
2 In the case of …
3 Due to …
4 This essay will focus on …
5 To conclude …
6 First, … After that, … Finally, …

Writing

4 Now plan an essay about the future of food. Use the ideas from the essay above and your own ideas.

1 Go over the instructions with students and make a note on the board of the different parts of an essay they saw in Exercise 2.

2 Brainstorm some ideas for each part. Students can use the ideas from the essay they read. Encourage them to give examples to support their statements.

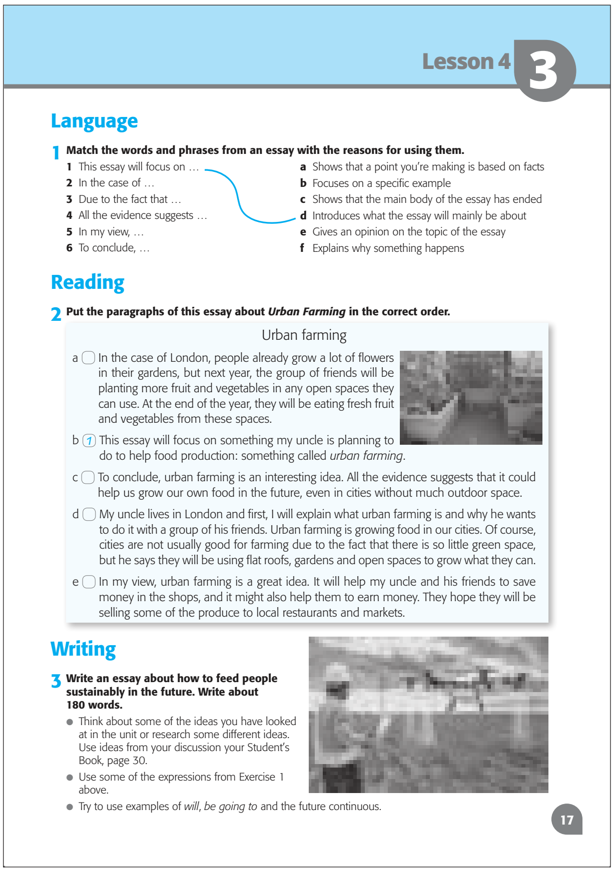
3 Ask students to plan an essay following the example on the board. Students can use the same plan or ideas of their own.

4 Students complete the task alone then compare plans with peers. You can then set the development of the essay for homework or in class as an assessment.

5 You can also follow up the exercise with a discussion on why it is important to prepare a plan before writing an essay.

Students' own answers.

WB page 17



Lesson 4 3

Language

1 Match the words and phrases from an essay with the reasons for using them.

1 This essay will focus on …
2 In the case of …
3 Due to the fact that …
4 All the evidence suggests …
5 In my view, …
6 To conclude, …

a Shows that a point you're making is based on facts
b Focuses on a specific example
c Shows that the main body of the essay has ended
d Introduces what the essay will mainly be about
e Gives an opinion on the topic of the essay
f Explains why something happens

Reading

2 Put the paragraphs of this essay about *Urban Farming* in the correct order.

Urban farming

a ☐ In the case of London, people already grow a lot of flowers in their gardens, but next year, the group of friends will be planting more fruit and vegetables in any open spaces they can use. At the end of the year, they will be eating fresh fruit and vegetables from these spaces.

b 1 This essay will focus on something my uncle is planning to do to help food production: something called *urban farming*.

c ☐ To conclude, urban farming is an interesting idea. All the evidence suggests that it could help us grow our own food in the future, even in cities without much outdoor space.

d ☐ My uncle lives in London and first, I will explain what urban farming is and why he wants to do it with a group of his friends. Urban farming is growing food in our cities. Of course, cities are not usually good for farming due to the fact that there is so little green space, but he says they will be using flat roofs, gardens and open spaces to grow what they can.

e ☐ In my view, urban farming is a great idea. It will help my uncle and his friends to save money in the shops, and it might also help them to earn money. They hope they will be selling some of the produce to local restaurants and markets.

Writing

3 Write an essay about how to feed people sustainably in the future. Write about 180 words.

- Think about some of the ideas you have looked at in the unit or research some different ideas. Use ideas from your discussion your Student's Book, page 30.
- Use some of the expressions from Exercise 1 above.
- Try to use examples of *will*, *be going to* and the future continuous.

17

Language

1 Match the words and phrases from an essay with the reasons for using them.

1 Look at the example with students and point out that the phrases can be used sequentially in an essay.

2 Students can complete this in pairs. Allow them to refer to the sample essay in their Student's Book as needed.

3 Check answers as a class.

Answers

1 d 2 b 3 f 4 a 5 e 6 c

Reading

2 Put the paragraphs from this essay about Urban Farming in the correct order.

1 Look at the example, which is an introductory paragraph, and point out that students should look at the phrases at the start of each paragraph to work out the order.

2 Allow students some time to read through the paragraphs and decide on the correct order. This can be done alone or in pairs.

3 Check as a class.

Answers

1 b 2 d 3 a 4 e 5 c

Writing

3 Write an essay about how to feed people sustainably in the future. Write about 180 words.

1 Go over the points which need to be covered in the essay and the different language with the students and make sure they understand what to include.

2 Students can complete the task alone and refer to the sample essays in the Workbook or Student's Book as models.

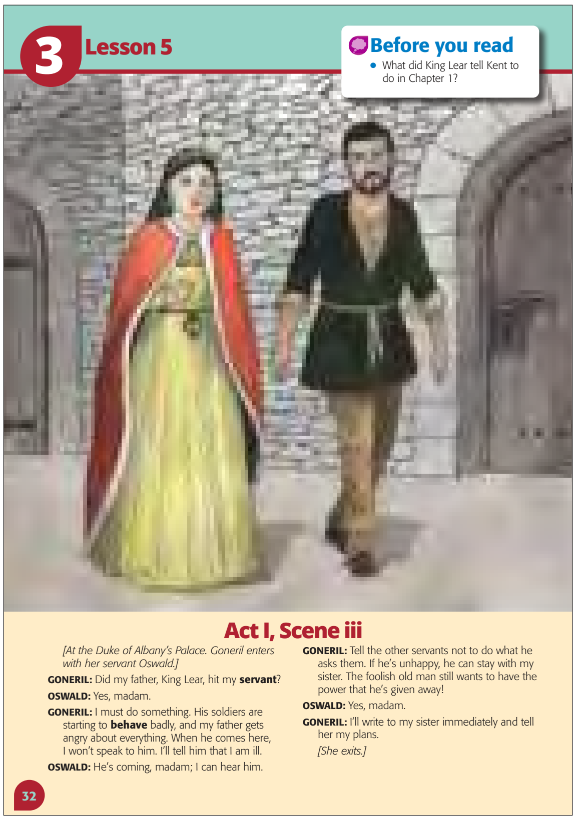
3 Display students' essays and then have a gallery walk.

4 If possible, allow students time to debate the best ideas.

Students' own answers.

Lesson 5

SB pages 32–34


3 Lesson 5

Before you read

- What did King Lear tell Kent to do in Chapter 1?

Act I, Scene iii

[At the Duke of Albany's Palace. Goneril enters with her servant Oswald.]

GONERIL: Did my father, King Lear, hit my **servant**?

OSWALD: Yes, madam.

GONERIL: I must do something. His soldiers are starting to **behave** badly, and my father gets angry about everything. When he comes here, I won't speak to him. I'll tell him that I am ill.

OSWALD: He's coming, madam; I can hear him.

GONERIL: Tell the other servants not to do what he asks them. If he's unhappy, he can stay with my sister. The foolish old man still wants to have the power that he's given away!

OSWALD: Yes, madam.

GONERIL: I'll write to my sister immediately and tell her my plans.

[She exits.]

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Before you start

1 Ask students to summarise what has happened in the play so far. Elicit the names of the characters and what they did. Ask who the characters in the picture are.

Before you read

1 Look at the *Before you read* question and ask students if they can remember what King Lear said to the Duke of Kent.

2 Allow students to discuss what they can remember in pairs or small groups then feedback as a whole class.

Answers

King Lear told the Duke of Kent to leave his kingdom in five days, or he would be killed.

Reading

1 Put students into small groups and ask them to take turns reading the play to each other. You can assign roles to each student, allowing them to swap roles so they all have a chance to try being different characters.

2 Monitor progress and help with pronunciation when necessary.


Lesson 5 3

Act I, Scene iv

[At the Duke of Albany's Palace. Kent enters in different clothes.]

KENT: I've **disguised** myself in different clothes, and I have changed how I usually speak, so I can help the man who told me to leave. I still love the King and I'll continue to work hard for him, but he won't know me.

[King Lear enters with soldiers and servants.]

KING LEAR: Get my dinner ready.

[A servant exits.]

[To Kent] Who are you?

KENT: I am a poor but honest man.

KING LEAR: What do you want?

KENT: I want to help you, sir.

KING LEAR: Do you know me?

KENT: No, sir; but I want to help you because I can see that you are an important man.

KING LEAR: What can you do?

KENT: I can give good and honest advice.

KING LEAR: Then follow me. You can be my servant.

[Oswald enters.]

You, where's my daughter?

OSWALD: I'm sorry, sir …

[He exits.]

KING LEAR: What did the man say? Call him back.

SOLDIER: He said that your daughter wasn't well.

KING LEAR: Why didn't he come back when I called him?

SOLDIER: Your majesty, he was very **rude**. I don't know what the problem is; but the servants, the Duke and your daughter are all being very unkind to you.

KING LEAR: I've noticed that too. But where's my Fool? I haven't seen him for two days.

SOLDIER: He has been very unhappy since Cordelia went to France.

KING LEAR: Don't say her name to me! Go and tell Goneril that I want to speak to her.

[The soldier exits. Oswald and the Fool enter.]

Oh, you, come here! Who am I?

OSWALD: My lady's father.

KING LEAR: My lady's father? How rude!

[King Lear hits him.]

OSWALD: Don't hit me, my lord.

KENT: *[Hitting him.]* Don't be rude to the King or I'll hit you, too!

KING LEAR: Thank you. You are a good man.

[Goneril enters.]

33


3 Lesson 5

KING LEAR: What's the matter, Goneril? Why are you holding your head?

FOOL: You should worry, old King, because you gave everything away, rather than worrying about her head. One day, you will want everything back.

GONERIL: Father, are you **encouraging** your men to behave badly? Your Fool says and does what he wants.

FOOL: Even a fool knows when the **cart** is pulling the horse.

KING LEAR: Does anyone here know who I am? Tell me!

GONERIL: You're old and you should be **wise**. But you're keeping a hundred soldiers here; they are noisy and rude. Please don't have so many soldiers, and only keep the men who can behave well.

KING LEAR: *[angry]* What did you say? Call my soldiers. You won't have any more trouble from me, because now I have only one daughter left.

[Albany enters and he is very surprised.]

[To the soldiers.] Prepare my horses.

ALBANY: Please, sir, wait.

KING LEAR: *[To himself.]* Oh, why was I angry with Cordelia? She was not as rude to me as Goneril. Why was I so foolish?

ALBANY: Your majesty, I don't know what's made you angry, but I'm not **guilty**.

KING LEAR: That might be true, but listen. If Goneril has a child one day, and the child is cruel to her, she will understand how I feel. Then she will have **a taste of her own medicine**.

[King Lear exits.]

ALBANY: What has happened, Goneril?

GONERIL: Nothing. Let him shout. He is a mad old man.

[King Lear enters again.]

KING LEAR: Goneril, you have told fifty of my soldiers to go!

ALBANY: What is the matter, sir?

KING LEAR: I'll tell you. *[To Goneril.]* I cannot believe that you have the power to make me so unhappy. But you have. I still have one daughter left, and I am sure she will be kind to me when she hears what you have done. She will not be happy with you!

[King Lear exits with Kent, and ***Attendants****.]*

GONERIL: Did you hear that, my husband?

ALBANY: You know how much I love you, Goneril, but …

GONERIL: Do not say more.

[To the Fool.] You, go.

[The Fool exits.]

GONERIL: Is it a good idea to let him keep a hundred soldiers to help him in his old age? They might **attack** us.

ALBANY: I think you are worrying too much.

GONERIL: It's better to worry and be safe. I've written to my sister Regan and told her everything. I'm not angry with you because you asked me to be kinder to my father, but you are being foolish.

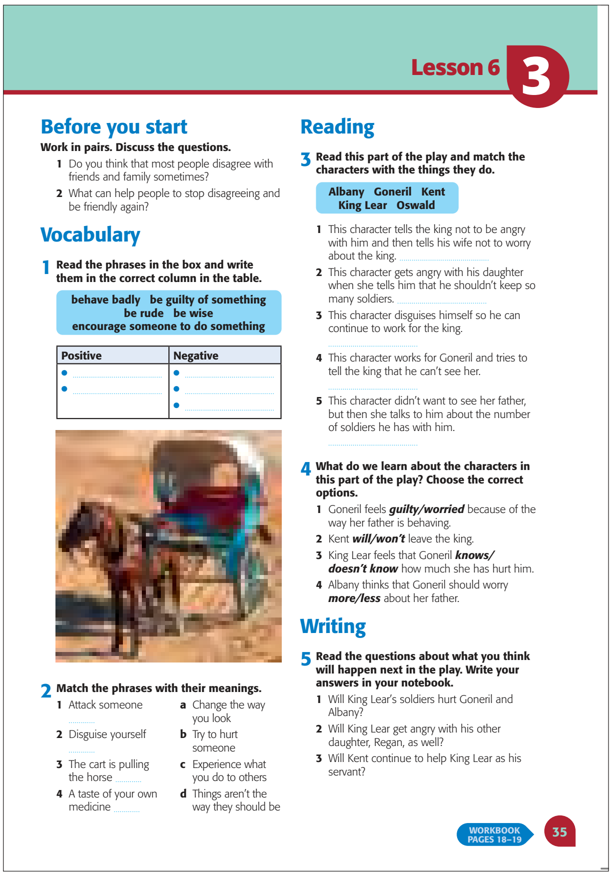
ALBANY: Maybe you know more than I do, Goneril, but I think you are making problems rather than solving them.

[They exit.]

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Lesson 6

SB page 35 WB pages 18-19



Lesson 6 3

Before you start

Work in pairs. Discuss the questions.

1 Do you think that most people disagree with friends and family sometimes?

2 What can help people to stop disagreeing and be friendly again?

Vocabulary

1 Read the phrases in the box and write them in the correct column in the table.

behave badly be guilty of something be rude be wise encourage someone to do something

Positive	Negative
•	• ....
•	• ....
	• ....

2 Match the phrases with their meanings.

1 Attack someone ....
2 Disguise yourself ....
3 The cart is pulling the horse ....
4 A taste of your own medicine ....

a Change the way you look
b Try to hurt someone
c Experience what you do to others
d Things aren't the way they should be

Reading

3 Read this part of the play and match the characters with the things they do.

Albany Goneril Kent King Lear Oswald

1 This character tells the king not to be angry with him and then tells his wife not to worry about the king. ....
2 This character gets angry with his daughter when she tells him that he shouldn't keep so many soldiers. ....
3 This character disguises himself so he can continue to work for the king. ....
4 This character works for Goneril and tries to tell the king that he can't see her. ....
5 This character didn't want to see her father, but then she talks to him about the number of soldiers he has with him. ....

4 What do we learn about the characters in this part of the play? Choose the correct options.

1 Goneril feels ***guilty/worried*** because of the way her father is behaving.
2 Kent ***will/won't*** leave the king.
3 King Lear feels that Goneril ***knows/doesn't know*** how much she has hurt him.
4 Albany thinks that Goneril should worry ***more/less*** about her father.

Writing

5 Read the questions about what you think will happen next in the play. Write your answers in your notebook.

1 Will King Lear's soldiers hurt Goneril and Albany?
2 Will King Lear get angry with his other daughter, Regan, as well?
3 Will Kent continue to help King Lear as his servant?

WORKBOOK PAGES 18–19 35

Before you start

Work in pairs. Discuss the questions.

1 Ask students to read the questions and discuss them with a partner.

2 Give students time to discuss the answers and then feedback to the class.

Students' own answers.

Vocabulary

1 Read the phrases in the box and write them in the correct column in the table.

1 Encourage students to look for key words e.g. *badly*, *wise* to determine which category they belong to.

2 Allow students some time to complete the task alone. Then peer and whole class check.

Answers

Positive: be wise, encourage someone to do something
Negative: behave badly, be guilty of something, be rude

2 Match the phrases with their meanings.

1 Read the phrases and meanings and clarify any unknown vocabulary.

2 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 b 2 a 3 d 4 c

Reading

3 Read this part of the play and match the characters with the things they do.

1 Read through the sentences with the class and explain any unknown words.

2 Give students a few minutes to answer the questions. Encourage them to look back at the play and read the relevant scenes again.

3 Check answers as a class.

Answers

1 Albany 2 King Lear
3 Kent 4 Oswald
5 Goneril

4 What do we learn about the characters in this part of the play? Choose the correct options.

1 Tell students to read the options before they make their choice. They can refer to the descriptions of the characters in Exercise 3 to help them decide the correct answer.

2 Allow time for them to complete the task. Go round and offer help when needed.

3 Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers

1 worried	2 won't
3 doesn't know	4 less

Writing

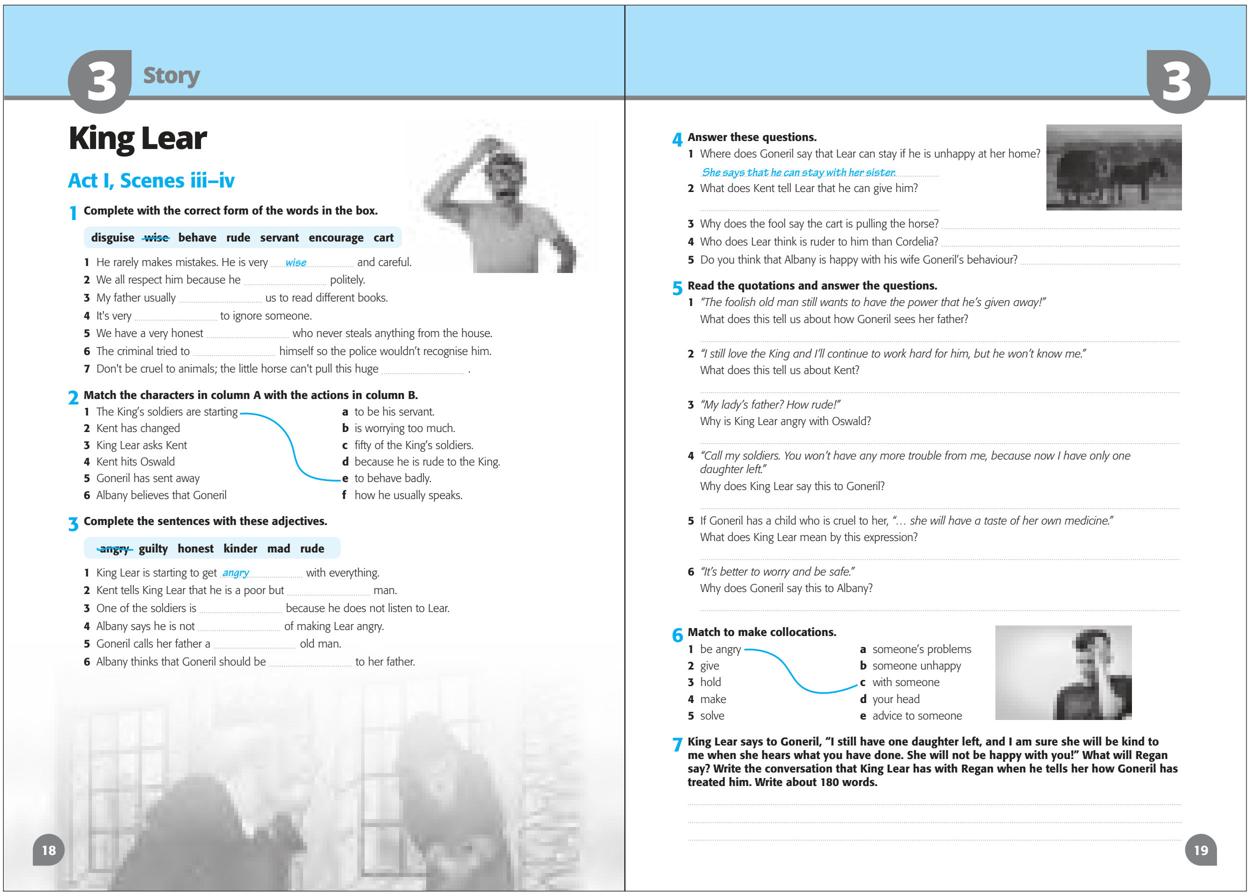
5 Read the questions about what you think will happen next in the play. Write your answers in your notebook.

1 Read through the questions with the class and elicit a few ideas from the students. Note a few ideas on the board. You can prompt by asking questions e.g. what has happened so far? How do the characters feel? What would you do next if you were one of the characters?

2 Allow students time to complete the writing. This can be set as homework. You could also display or have students read out some of their ideas in the following lesson.

Students' own answers.

WB pages 18-19



3 Story

King Lear

Act I, Scenes iii–iv

1 Complete with the correct form of the words in the box.

disguise ~~wise~~ behave rude servant encourage cart

1 He rarely makes mistakes. He is very *wise* .... and careful.
2 We all respect him because he .... politely.
3 My father usually .... us to read different books.
4 It's very .... to ignore someone.
5 We have a very honest .... who never steals anything from the house.
6 The criminal tried to .... himself so the police wouldn't recognise him.
7 Don't be cruel to animals; the little horse can't pull this huge ....

2 Match the characters in column A with the actions in column B.

1 The King's soldiers are starting
2 Kent has changed
3 King Lear asks Kent
4 Kent hits Oswald
5 Goneril has sent away
6 Albany believes that Goneril

a to be his servant.
b is worrying too much.
c fifty of the King's soldiers.
d because he is rude to the King.
e to behave badly.
f how he usually speaks.

3 Complete the sentences with these adjectives.

~~angry~~ guilty honest kinder mad rude

1 King Lear is starting to get *angry* .... with everything.
2 Kent tells King Lear that he is a poor but .... man.
3 One of the soldiers is .... because he does not listen to Lear.
4 Albany says he is not .... of making Lear angry.
5 Goneril calls her father a .... old man.
6 Albany thinks that Goneril should be .... to her father.

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3

4 Answer these questions.

1 Where does Goneril say that Lear can stay if he is unhappy at her home?
She says that he can stay with her sister.
2 What does Kent tell Lear that he can give him?
3 Why does the fool say the cart is pulling the horse?
4 Who does Lear think is ruder to him than Cordelia?
5 Do you think that Albany is happy with his wife Goneril's behaviour?

5 Read the quotations and answer the questions.

1 *"The foolish old man still wants to have the power that he's given away!"*
What does this tell us about how Goneril sees her father?
2 *"I still love the King and I'll continue to work hard for him, but he won't know me."*
What does this tell us about Kent?
3 *"My lady's father? How rude!"*
Why is King Lear angry with Oswald?
4 *"Call my soldiers. You won't have any more trouble from me, because now I have only one daughter left."*
Why does King Lear say this to Goneril?
5 If Goneril has a child who is cruel to her, *"… she will have a taste of her own medicine."*
What does King Lear mean by this expression?
6 *"It's better to worry and be safe."*
Why does Goneril say this to Albany?

6 Match to make collocations.

1 be angry
2 give
3 hold
4 make
5 solve

a someone's problems
b someone unhappy
c with someone
d your head
e advice to someone

7 King Lear says to Goneril, "I still have one daughter left, and I am sure she will be kind to me when she hears what you have done. She will not be happy with you!" What will Regan say? Write the conversation that King Lear has with Regan when he tells her how Goneril has treated him. Write about 180 words.

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1 Complete with the correct form of the words in the box.

1 Read through the words in the word box with the class and see if they remember the meanings of these words.

2 Allow students time to complete the sentences alone.

3 Check answers as a class.

Answers

1 wise
2 behaves
3 encourages
4 rude
5 servant
6 disguise
7 cart

2 Match the characters in column A with the actions in column B.

1 Read through the sentences in the column on the left and see if students can complete the sentences without looking at the possible matches based on what they can remember from the play.

2 Refer students to the example answer and locate it in the play.

3 Give students a few minutes to answer the questions and check with a partner. They can look back at the play if they need to.

4 Check answers as a class.

Answers

1 e 2 f 3 a 4 d 5 c 6 b

3 Complete the sentences with these adjectives.

1 Read through the words in the word box and remind students that they have seen these words in the Student's Book. Allow students to use a dictionary if they do not remember the meaning of a word.

2 Give students a few minutes to complete the sentences.

3 Check answers as a class.

Answers

1 angry
2 honest
3 rude
4 guilty
5 mad
6 kinder

4 Answer these questions.

1 Read through the questions and check understanding.

2 Refer students to the example answer and locate it in the play. They can look back at the play if they need to.

3 Move around the classroom, monitor and offer help as needed.

4 Feedback by asking some pairs to report their answers to the class. You can ask them to say where they found the answer in the play.

Answers

1 She says that he can stay with her sister.
2 He says that he can give him good and honest advice.
3 Because things aren't the way they should be. The King does not have power.
4 Goneril
5 No, he thinks she is worrying too much and is making problems.

5 Read the quotations and answer the questions.

1 Encourage students to find the quotations in the play before they begin.

2 Give students enough time to find the quotations and interpret their meaning. This can be done in pairs or small groups.

3 Check answers as a class. Invite the students to recite the quotations before they explain their meaning.

Answers

1 She thinks he is foolish and old and that he gave away his power with his land. She does not understand that he is an important man – her father with the title of King.
2 It shows he is a kind and loyal friend who will do anything to protect the King.
3 King Lear thinks Oswald should call him "the King", not "my lady's father".
4 He is angry because she tells him that he should not have so many soldiers and she is not polite to him.
5 It means that Goneril will understand how King Lear feels one day, because his child has been cruel to him.
6 She says this because she does not want King Lear to have so many soldiers. She is worried that the soldiers might want to attack them. It will be safer if the soldiers go.

6 Match to make collocations.

1 Look at the first match and ensure the students are clear on the instructions.

2 Allow students time to complete the task alone. They can use a dictionary if they wish.

3 Check answers s a class.

Answers

1 c 2 e 3 d 4 b 5 a

7 King Lear says to Goneril, "I still have one daughter left, and I am sure she will be kind to me when she hears what you have done. She will not be happy with you!". What will Regan say? Write the conversation that King Lear has with Regan when he tells her how Goneril has treated him. Write about 180 words.

1 Go through the instructions.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

3 Students can write their lines in class or at home. This can be completed in pairs.

4 Consider having students read out their lines in the next lesson as a roleplay.

5 Students could vote for the best/most creative lines.

Students' own answers.

Revision 1

Lesson 1

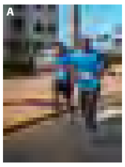
SB page 36

REVISION
R1 Lesson 1

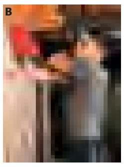
Before you start

Look at the photos.

- Which sport does each athlete do?
- What kind of food do you think each athlete needs to eat?
- What kind of food do you think each athlete needs to avoid?



Kareem



Amr

Reading

1 Read both texts and answer these questions.

1 Who eats the largest amount of food?
2 Who eats the widest variety of food?
3 Who is the most interested in not getting ill?
4 Who has to eat more food before an important competition?

Kareem
I'm a runner who regularly runs very long distances. I need to eat large **amounts** of pasta, fruit, potatoes and other vegetables so I have enough energy to run for 30 or 40 kilometres each day. I also need to eat a lot of different foods that will make me stronger, such as meat, fish and eggs. I drink a lot of orange juice to **boost** my **immune system**, which means that I'm less likely to get ill and have to stop training. I usually **prepare** my own food at home but when I want to eat out with my friends or family, I usually go to an Italian restaurant!

Amr
I'm a boxer, so I need to eat larger amounts of food than other athletes. When I started boxing, I started eating in a different way. Instead of three large meals a day, I usually eat six smaller meals, but I don't eat a wide **variety** of food. I usually eat eggs or white meat, like chicken, for almost every meal. Eating like this helps me to be stronger than the people I fight, which means I'm less likely to be **injured**. Before a big fight, I have to do a lot of training and I eat as much as possible, without eating unhealthy, fatty food, such as cakes and chocolate.

2 Read the texts again. Are these sentences *true* (T) or *false* (F)?

1 Kareem needs energy from his food so he can walk as far as possible. ...*F*...
2 Kareem's diet makes his immune system stronger. ....
3 Kareem sometimes goes out to eat with his friends or family. ....
4 Amr had to change the way he ate when he became a boxer. ....
5 Amr eats three large meals a day every day. ....
6 The way Amr eats means that he's less likely to get hurt. ....

Vocabulary

3 Complete the sentences with these words from the text.

amount boost injured ~~prepare~~ variety

1 I'm going to help my parents to ....*prepare*........ our meals so I can learn how to cook.
2 Only eat a small .... of food before you do sports or exercise.
3 Fresh fruit can .... your immune system so you're less likely to get ill.
4 Some athletes, like boxers, can get .... when they do their sport.
5 Eat a wide .... of food instead of the same type of food every day.

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OBJECTIVES

Reading: Two texts about athletes; a persuasive e-mail; a partner's essay

Writing: an essay

Listening: A radio interview about a free time activity

Speaking: Talking about the future

Language: *Will / be going to;* future continuous; *need to / don't need to, must / mustn't, have to / don't have to*

Life skills: Communication; Critical thinking

Before you start

Look at the photos.

1 Brainstorm names of different sports and write students' suggestions on the board.

2 Ask students to answer the questions and note their ideas on the board.

3 You might need to focus on the meaning of *avoid*. You could have two columns on the board with the headings *Food You Need to Eat* and *Food to Avoid*.

Students' own answers.

Reading

1 Read both texts and answer these questions.

1 Before reading, direct students back to the photos, then go through the questions and ask them to predict the answers.

2 Allow students a few minutes to scan the two texts to find the answers to the questions. Remind them to read quickly to look for the information and not to worry about understanding every word at this stage.

3 Check answers as a class.

Answers

1 Amr	2 Kareem
3 Kareem	4 Amr

2 Read the texts again. Are these sentences *true* (T) or *false* (F)?

1 Read through the sentences with the class and answer any questions they have about vocabulary. Look at the example answer together and ask student to find the evidence in the text and correct the sentence.

2 Give students four to five minutes to read the texts more carefully to look for the answers.

3 Check answers as a class, encouraging students to correct the false statements using the information in the texts.

Answers

1 False. So he can run 30 or 40 km a day.
2 True
3 True
4 True
5 False. He usually eats six smaller meals a day.
6 True

Vocabulary

3 Complete the sentences with these words from the text.

1 Point out that the words in the box are in the texts so students can check the meanings by reading the words in context if necessary.

2 Remind students that some of the words are adjectives, some are nouns and some are verbs. This information can help them decide whether a word fits in the gap in a sentence or not.

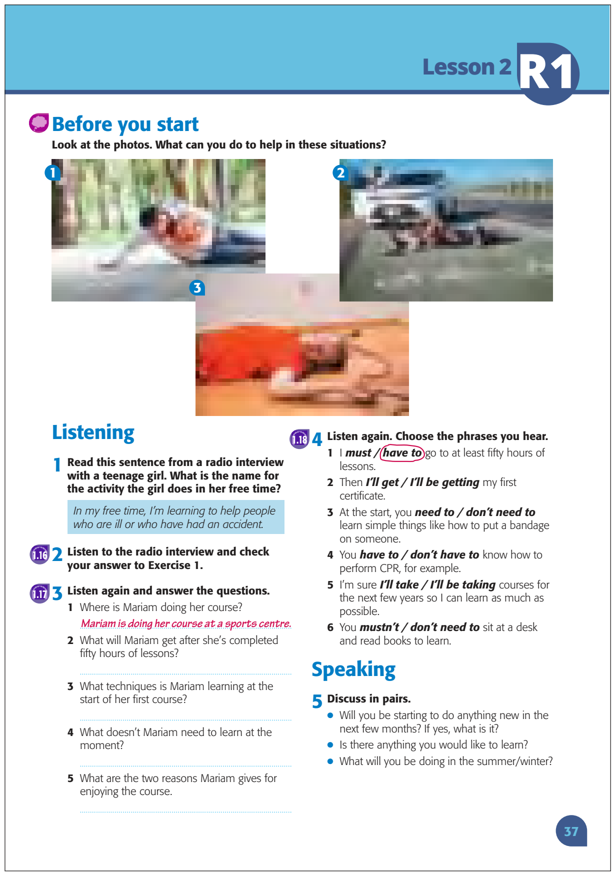
3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 prepare
2 amount
3 boost
4 injured
5 variety

Lesson 2

SB page 37


Lesson 2 R1

Before you start

Look at the photos. What can you do to help in these situations?

Listening

1 Read this sentence from a radio interview with a teenage girl. What is the name for the activity the girl does in her free time?

In my free time, I'm learning to help people who are ill or who have had an accident.

1.16 **2 Listen to the radio interview and check your answer to Exercise 1.**

1.17 **3 Listen again and answer the questions.**
1 Where is Mariam doing her course?
Mariam is doing her course at a sports centre.
2 What will Mariam get after she's completed fifty hours of lessons?
3 What techniques is Mariam learning at the start of her first course?
4 What doesn't Mariam need to learn at the moment?
5 What are the two reasons Mariam gives for enjoying the course?

1.18 **4 Listen again. Choose the phrases you hear.**
1 I ***must / have to*** go to at least fifty hours of lessons.
2 Then ***I'll get / I'll be getting*** my first certificate.
3 At the start, you ***need to / don't need to*** learn simple things like how to put a bandage on someone.
4 You ***have to / don't have to*** know how to perform CPR, for example.
5 I'm sure ***I'll take / I'll be taking*** courses for the next few years so I can learn as much as possible.
6 You ***mustn't / don't need to*** sit at a desk and read books to learn.

Speaking

5 Discuss in pairs.
- Will you be starting to do anything new in the next few months? If yes, what is it?
- Is there anything you would like to learn?
- What will you be doing in the summer/winter?

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Before you start

Look at the photos. What can you do to help in these situations?

1 Ask students what they can see in the photos and speculate on what the problem might be. Note a few ideas on the board.

2 Ask students to discuss in small groups what they can do to help in these situations.

3 Go through students' suggestions as a class and make notes next to the earlier notes on the situation shown in the photos.

Students' own answers.

Listening

1 Read this sentence from a radio interview with a teenage girl. What is the name for the activity the girl does in her free time?

1 Draw attention to the sentence and ask students to answer the question. Remind students that the answer is connected to the photos at the top of the page.

Students' own answers.

2 Listen to the radio interview and check your answer to Exercise 1.

1 Play the recording and ask students to listen to check their answers to Exercise 1.

2 Check answers as a class.

Answers

First aid

Audioscript

Interviewer:	*Hello and welcome back to the show. Next, we're going to talk to Mariam Mohamed from Giza who has just started to do an interesting hobby. Could you tell us what you do, Mariam?*
Mariam:	*Yes, sure. In my free time, I'm learning to help people who are ill or who have had an accident.*
Interviewer:	*That sounds great. So you can learn new skills and help other people at the same time.*
Mariam:	*Exactly. I'm doing a first aid course with about twenty other young people at our sports centre.*
Interviewer:	*And will you receive a certificate at the end of the course?*
Mariam:	*Yes. I have to go to at least fifty hours of lessons. Then I'll get my first certificate which shows that I can perform basic first aid.*
Interviewer:	*Great! So you're learning simple techniques to start with and then you'll learn more techniques, is that right?*
Mariam:	*Yes. At the start, you need to learn simple things like how to put a bandage on someone. You don't have to know how to perform CPR, for example. I'm sure I'll be taking courses for the next few years so I can learn as much as possible.*
Interviewer:	*And why do you enjoy learning first aid so much? What's so interesting about it?*
Mariam:	*Well, it's great to learn something you can use to help people in the future, and the course is really fun too. You don't need to sit at a desk and read books to learn first aid, you need to do it. Our teacher understands that and he makes sure that the lessons are fun.*
Interviewer:	*So you can learn something useful and have fun at the same time. Fantastic!*

3 Listen again and answer the questions.

1 Go through the questions with the class and help with vocabulary as necessary.

2 Play the recording again and pause at the example answer to check understanding. Then play the rest of the recording while students listen for answers.

3 Check answers as a class. Praise good work.

Answers

1 Mariam is doing her course at a sports centre.
2 Mariam will get a certificate.
3 She is learning simple techniques like how to put a bandage on someone.
4 She doesn't need to learn how to perform CPR.
5 They are useful (you learn by doing, not by sitting at a desk) and fun.

4 Listen again. Choose the phrases you hear.

1 Go through the example before asking students to read through the sentences and predict the answers.

2 Play the recording again so that students can check their answers.

3 Feedback as a class.

Answers

1 have to	2 I'll get	3 need to
4 don't have to	5 I'll be taking	6 don't need to

Speaking

5 Discuss in pairs.

1 Read through the questions with the class and then ask students to work in pairs to answer the question.

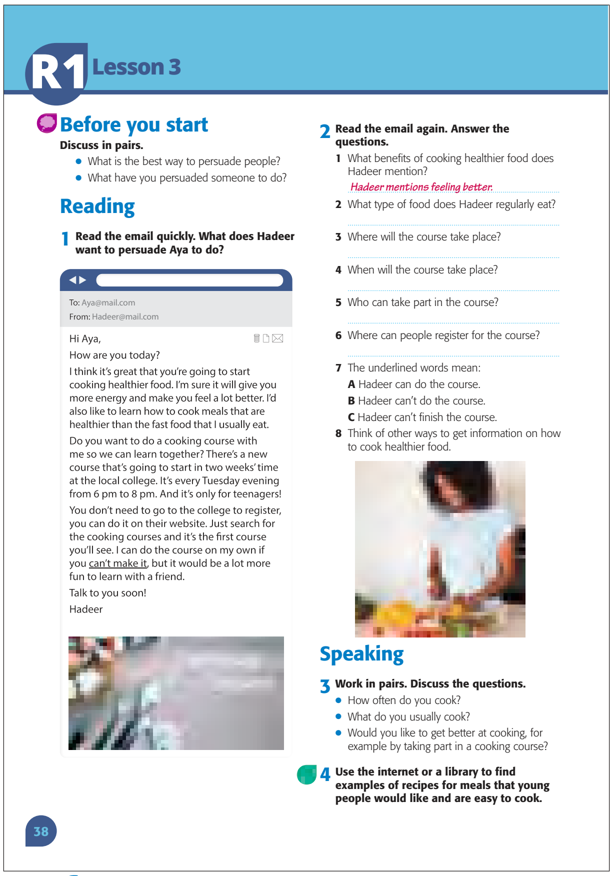
2 Ask different students to report their

partner’s answers to the rest of the class.

Students’ own answers.

Lesson 3

SB page 38


R1 Lesson 3

Before you start

Discuss in pairs.
- What is the best way to persuade people?
- What have you persuaded someone to do?

Reading

1 Read the email quickly. What does Hadeer want to persuade Aya to do?

To: Aya@mail.com
From: Hadeer@mail.com

Hi Aya,
How are you today?
I think it’s great that you’re going to start cooking healthier food. I’m sure it will give you more energy and make you feel a lot better. I’d also like to learn how to cook meals that are healthier than the fast food that I usually eat.
Do you want to do a cooking course with me so we can learn together? There’s a new course that’s going to start in two weeks’ time at the local college. It’s every Tuesday evening from 6 pm to 8 pm. And it’s only for teenagers!
You don’t need to go to the college to register, you can do it on their website. Just search for the cooking courses and it’s the first course you’ll see. I can do the course on my own if you can’t make it, but it would be a lot more fun to learn with a friend.
Talk to you soon!
Hadeer

2 Read the email again. Answer the questions.
1 What benefits of cooking healthier food does Hadeer mention?
Hadeer mentions feeling better.
2 What type of food does Hadeer regularly eat?
3 Where will the course take place?
4 When will the course take place?
5 Who can take part in the course?
6 Where can people register for the course?
7 The underlined words mean:
A Hadeer can do the course.
B Hadeer can’t do the course.
C Hadeer can’t finish the course.
8 Think of other ways to get information on how to cook healthier food.

Speaking

3 Work in pairs. Discuss the questions.
- How often do you cook?
- What do you usually cook?
- Would you like to get better at cooking, for example by taking part in a cooking course?

4 Use the internet or a library to find examples of recipes for meals that young people would like and are easy to cook.

38

Before you start

Discuss in pairs.

1 Ask students if they can remember the word *persuade* from Unit 1 and elicit the meaning.
2 Ask students to discuss the questions in small groups.
3 Choose students to share their answers with the class.

Students’ own answers.

Reading

1 Read the email quickly. What does Hadeer want to persuade Aya to do?

1 Read the question with the class and ask students to read the email quickly to look for the answer.
2 Check answers as a class.

Answers

Hadeer wants to persuade Aya to do a cooking course together.

2 Read the email again. Answer the questions.

1 Go over the questions and clarify any unknown vocabulary.
2 Students read the email in more details and answer the questions individually.
3 Students check their answers with a partner before class feedback.

Answers

1 Hadeer mentions feeling better.
2 Fast food
3 At the local college
4 Every Tuesday evening from 6 pm to 8 pm.
5 Teenagers
6 On the college website
7 B
8 Students’ own answers.

Speaking

3 Work in pairs. Discuss the questions.

1 Read through the questions with the class and then ask students to work in pairs to answer the questions.
2 Ask different students to report their partner’s answers to the rest of the class.

Students’ own answers.

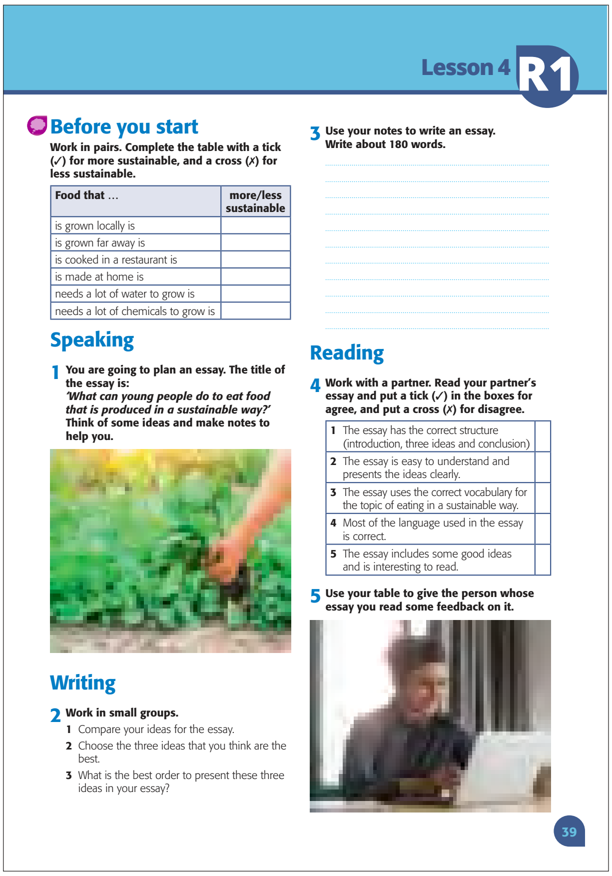
4 Use the internet or a library to find examples of recipes for meals that young people would like and are easy to cook.

1 Ask students to work in pairs or individually to look for examples of recipes.
2 Ask some students to read or present their recipes to the class. They could do this in the next lesson.

Students’ own answers.

Lesson 4

SB page 39



Lesson 4 R1

Before you start

Work in pairs. Complete the table with a tick (✓) for more sustainable, and a cross (✗) for less sustainable.

Food that …	more/less sustainable
is grown locally is	
is grown far away is	
is cooked in a restaurant is	
is made at home is	
needs a lot of water to grow is	
needs a lot of chemicals to grow is	

Speaking

1 You are going to plan an essay. The title of the essay is: *'What can young people do to eat food that is produced in a sustainable way?'* Think of some ideas and make notes to help you.

Writing

2 Work in small groups.
1 Compare your ideas for the essay.
2 Choose the three ideas that you think are the best.
3 What is the best order to present these three ideas in your essay?

3 Use your notes to write an essay. Write about 180 words.

Reading

4 Work with a partner. Read your partner's essay and put a tick (✓) in the boxes for agree, and put a cross (✗) for disagree.

1 The essay has the correct structure (introduction, three ideas and conclusion)	
2 The essay is easy to understand and presents the ideas clearly.	
3 The essay uses the correct vocabulary for the topic of eating in a sustainable way.	
4 Most of the language used in the essay is correct.	
5 The essay includes some good ideas and is interesting to read.	

5 Use your table to give the person whose essay you read some feedback on it.

39

Before you start

Work in pairs. Complete the table with a tick (✔) for more sustainable, and a cross (✘) for less sustainable.

1 Write the word *sustainable* on the board and elicit the meaning.

2 Ask students to complete the questions in pairs.

3 Place each pair with another pair and have students compare their answers.

4 Whole class feedback.

Answers

✔ ✘ ✘ ✔ ✘ ✘

Speaking

1 You are going to plan an essay. The title of the essay is: *What can young people do to eat food that is produced in a sustainable way?* Think of some ideas and make notes to help you.

1 Students can work alone or in pairs to write a plan for an essay. They can use the ideas in the *Before you start* table to help.

2 Go around and monitor, offering help and support.

Students' own answers.

Writing

2 Work in small groups.

1 Divide students into groups and ask them to show their plan to their group.

2 Ask each group to select the best three ideas.

3 Encourage the groups to make improvements to the ideas and plan they have chosen.

Students' own answers.

3 Use your notes to write an essay. Write about 180 words.

1 Students use the final version of the plan they chose to write an essay. They can use the same plans, but they can all write their own version of the essay.

2 Remind them to write about 180 words and to check spelling and grammar when they finish writing.

Students' own answers.

Reading

4 Work with a partner. Read your partner's essay and put a tick (✔) in the boxes for agree, and put a cross (✘) for disagree.

1 Go through the check list together and

clarify any doubts as needed.

2 Have the students read and evaluate each other's essays using the check list.

Students' own answers.

5 Use your table to give the person whose essay you read some feedback on it.

1 Ask students to work in pairs and tell their partners about the feedback on their essays. Encourage the reviewers to suggest improvements where necessary and to also praise examples of good work.

2 Monitor and support as needed.

Students' own answers.

King Lear: Act 1

SB pages 40–41

R1 King Lear: Act 1

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 The .... of Kent was a powerful person in England.
a King b title c kingdom d Duke

2 When you have a .... to do something, you must do it.
a scene b disguise c title d duty

3 If you did something bad, then you are .... of doing it.
a guilty b angry c rude d honest

4 A .... is something you can use to cut things or fight people.
a stick b cart c sword d gun

5 When someone .... your heart, they hurt your feelings and make you unhappy.
a breaks b deserves c sends d succeeds

6 Many old people are .... because they have more experience than young people do.
a rude b wise c honest d foolish

7 That house was his .... when his parents died.
a title b kingdom c inheritance d disguise

8 If you are a/an ...., it is your job to do things to help someone else.
a king b servant c enemy d duke

9 King Lear decides to give his .... to his daughters.
a duke b title c kingdom d sword

10 .... is very important to me, so I want friends who will always stand by my side.
a Loyalty b Inheritance c Riches d Beauty

11 Edmund wants his father to believe something that isn't true, so he .... him.
a attacks b deserves c deceives d succeeds

12 King Lear thinks that Goneril will have a taste of her own .... if her child is cruel to her.
a riches b loyalty c inheritance d medicine

Reading

2 Match the things that happen in Act 1 (1–5) with the reasons why they happen (a–e).

1 King Lear decides not to give Cordelia a third of his kingdom because ....
2 The King of France asks Cordelia to be his wife because ....
3 Edmund gives his father a letter which he says is from his brother Edgar because ....
4 Edmund tells his brother Edgar that their father is angry with him because ....
5 Kent disguises himself in different clothes because ....

a … he loves her more now that she is poor. ○
b … he wants to continue working for King Lear as his servant. ○
c … he's trying to get a large inheritance. ○
d … she won't tell him how much she loves him. (1)
e … he wants his brother to go away so he can get more money. ○

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King Lear: Act 1 R1

3 Choose the correct word to complete the sentence.

1 Goneril is King Lear's .... daughter.
a oldest b youngest

2 Cordelia tells her father that she is young but ...., .
a clever b honest

3 Kent tells King Lear that he is not afraid to make the king ...., .
a angry b cruel

4 Cordelia believes that everyone discovers the .... in the end.
a loyalty b truth

5 Edmund says that he .... the letter that he shows his father.
a found b sent

6 Edmund tells his brother to take his .... with him if he goes out.
a sword b trust

7 Oswald is a ...., .
a duke b servant

8 The Fool thinks that King Lear will want .... back one day.
a everything b to go

4 Read the quotations and answer the questions.

1 *I must speak honestly when my king is being foolish. Your youngest daughter does not shout about her love for you, but that doesn't mean she loves you the least.*

a What do you think Kent thinks about King Lear at this point of the story?
....
b How does King Lear react to Kent's advice and what does this tell us about him?
....

2 *My brother and father trust me, which makes them easy to deceive. I need these two fools to make my plan work.*

a What is Edmund's plan?
....
b What does his brother, Edgar, think has happened?
....

3 *If he's unhappy, he can stay with my sister. The foolish old man still wants to have the power that he's given away!*

a Who says this?
....
b How do people behave differently with King Lear now he has less power?
....

Writing

5 Read all four scenes from King Lear again and write a summary of what happens. Think about the following:

- The story: what happens?
- The main characters: what are they like?

WORKBOOK PAGES 20–23

41

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Encourage students to read the whole sentence before answering each question.

2 Give students enough time to read and answer all the questions.

3 Check answers as a class.

Answers

1 d	2 d	3 a	4 c	5 a	6 b
7 c	8 b	9 c	10 a	11 c	12 d

Reading

2 Match the things that happen in Act 1 (1–5) with the reasons why they happen (a–e).

1 Ask students to read the events. Explain any unknown vocabulary.

2 Give students enough time to match the events to the reasons.

3 Check answers as a class.

Answers

1 c	2 a	3 c	4 e	5 b

3 Choose the correct word to complete the sentence.

1 Read through the sentences quickly and explain any unknown words.

2 Allow students plenty of time to think about the answers. This can be done in pairs.

3 Check answers as a class. Encourage students to justify their answers.

Answers

1 a	2 b	3 a	4 b
5 a	6 a	7 b	8 a

4 Read the quotations and answer the questions.

1 Read the first quotation and ask students if they can remember which part of the story it comes from.

2 Give students time to think about their answers and to make notes.

3 Check answers as a class.

Suggested answers

1 a Kent thinks the King is being foolish.
b King Lear gets angry and tells Kent to leave. This tells us he is stubborn and doesn't want to listen to reason.
2 a Edmund wants to trick his father and his brother.
b Edgar thinks someone has lied about him.
3 a Goneril
b They do not respect him.

Writing

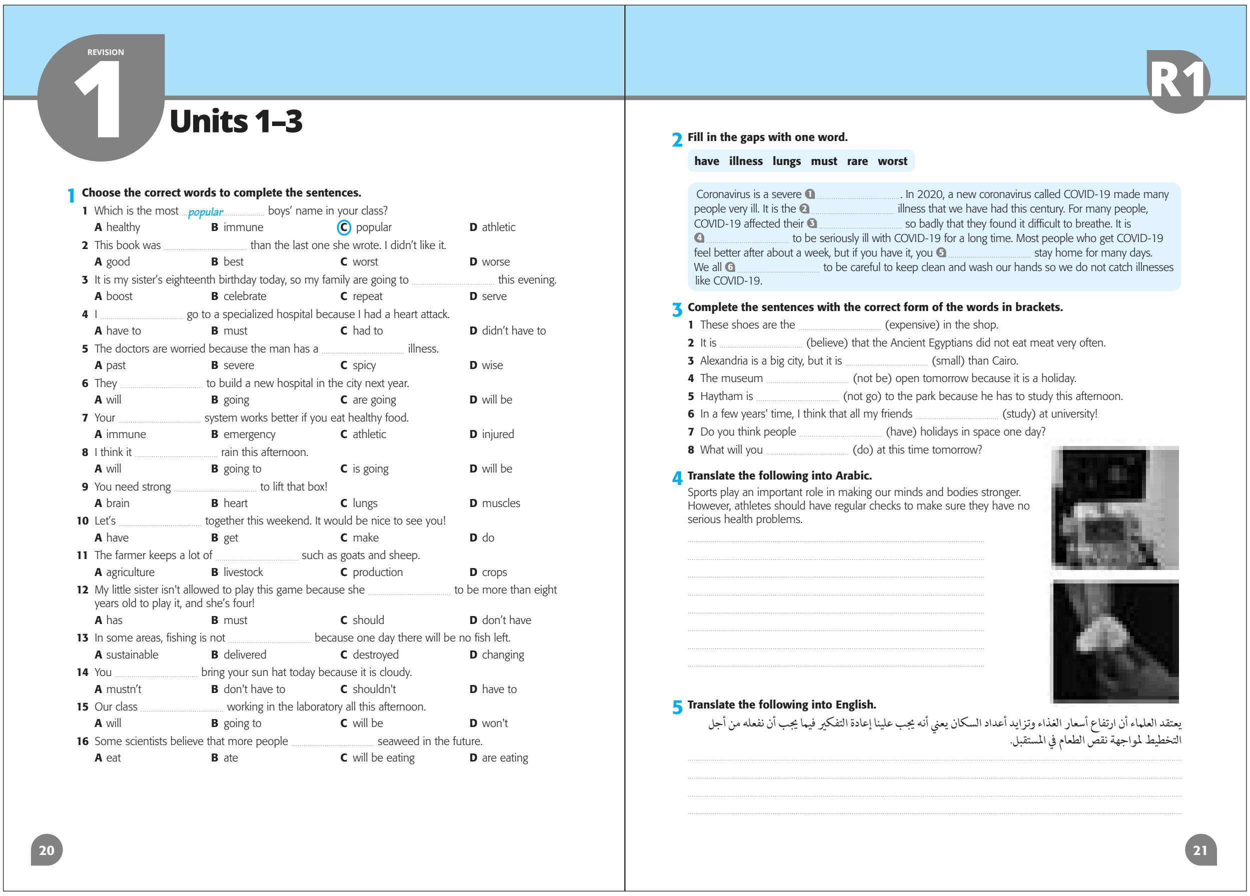
5 Read all four scenes from King Lear again and write a summary of what happens.

1 Go through the instructions. Encourage students to make notes on the story and characters before they start writing. As they are preparing, move around the room offering support as required.

2 Students can write the summary in class or at home.

Students' own answers.

WB pages 20–23


REVISION 1

Units 1–3

1 Choose the correct words to complete the sentences.

1 Which is the most *popular* boys' name in your class?
A healthy B immune (C) popular D athletic
2 This book was .... than the last one she wrote. I didn't like it.
A good B best C worst D worse
3 It is my sister's eighteenth birthday today, so my family are going to .... this evening.
A boost B celebrate C repeat D serve
4 I .... go to a specialized hospital because I had a heart attack.
A have to B must C had to D didn't have to
5 The doctors are worried because the man has a .... illness.
A past B severe C spicy D wise
6 They .... to build a new hospital in the city next year.
A will B going C are going D will be
7 Your .... system works better if you eat healthy food.
A immune B emergency C athletic D injured
8 I think it .... rain this afternoon.
A will B going to C is going D will be
9 You need strong .... to lift that box!
A brain B heart C lungs D muscles
10 Let's .... together this weekend. It would be nice to see you!
A have B get C make D do
11 The farmer keeps a lot of .... such as goats and sheep.
A agriculture B livestock C production D crops
12 My little sister isn't allowed to play this game because she .... to be more than eight years old to play it, and she's four!
A has B must C should D don't have
13 In some areas, fishing is not .... because one day there will be no fish left.
A sustainable B delivered C destroyed D changing
14 You .... bring your sun hat today because it is cloudy.
A mustn't B don't have to C shouldn't D have to
15 Our class .... working in the laboratory all this afternoon.
A will B going to C will be D won't
16 Some scientists believe that more people .... seaweed in the future.
A eat B ate C will be eating D are eating

20

R1

2 Fill in the gaps with one word.

have illness lungs must rare worst

Coronavirus is a severe (1) .... In 2020, a new coronavirus called COVID-19 made many people very ill. It is the (2) .... illness that we have had this century. For many people, COVID-19 affected their (3) .... so badly that they found it difficult to breathe. It is (4) .... to be seriously ill with COVID-19 for a long time. Most people who get COVID-19 feel better after about a week, but if you have it, you (5) .... stay home for many days. We all (6) .... to be careful to keep clean and wash our hands so we do not catch illnesses like COVID-19.

3 Complete the sentences with the correct form of the words in brackets.

1 These shoes are the .... (expensive) in the shop.
2 It is .... (believe) that the Ancient Egyptians did not eat meat very often.
3 Alexandria is a big city, but it is .... (small) than Cairo.
4 The museum .... (not be) open tomorrow because it is a holiday.
5 Haytham is .... (not go) to the park because he has to study this afternoon.
6 In a few years' time, I think that all my friends .... (study) at university!
7 Do you think people .... (have) holidays in space one day?
8 What will you .... (do) at this time tomorrow?

4 Translate the following into Arabic.

Sports play an important role in making our minds and bodies stronger. However, athletes should have regular checks to make sure they have no serious health problems.

5 Translate the following into English.

يعتقد العلماء أن ارتفاع أسعار الغذاء وتزايد أعداد السكان يعني أنه يجب علينا إعادة التفكير فيما يجب أن نفعله من أجل التخطيط لمواجهة نقص الطعام في المستقبل.

21

Before you start

Explain to students that this section of the Workbook reviews the language covered in Units 1 to 3 in the Student's Book.

1 Choose the correct words to complete the sentences.

1 Go through the questions with the class, looking at the first sentence and eliciting the answer. Ask students to say why C is the correct answer.

2 Students work in pairs or individually to complete the exercise. Encourage them to think about why the other answers are incorrect.

Answers

1 C	2 D	3 B	4 C	5 B	6 C
7 A	8 A	9 D	10 B	11 B	
12 A	13 A	14 B	15 C	16 C	

2 Fill in the gaps with one word.

1 Go over the words in the word box and review the meaning.

2 Encourage students to read the whole text without worrying about the gaps in order to get a general idea of the topic. With stronger students, consider hiding the word box and having the students read and predict the missing words in the sentences.

3 Students work in pairs or individually to complete the exercise. Encourage them to think about the context, which indicates what kind of word is missing.

4 Whole class check.

Answers

1 illness	2 worst	3 lungs
4 rare	5 must	6 have

3 Complete the sentences with the correct form of the words in brackets.

1 Students complete the gaps with the correct form of the words. They can do this individually and check answers in pairs.

2 Go over the answers with the whole class.

Answers

1 the most expensive
2 believed
3 smaller
4 will not be open
5 not going
6 will be studying
7 will have
8 be doing

4 Translate the following into Arabic.

1 Allow time for students to write the translations.

2 Invite three or four students to read their answers out to the class.

Answers

تلعب الرياضة دورًا بارزًا في بناء عقولنا وأجسادنا. ومع ذلك ، يجب أن يخضع الرياضيون لفحوصات منتظمة للتأكد من عدم وجود مشاكل صحية خطيرة لديهم.

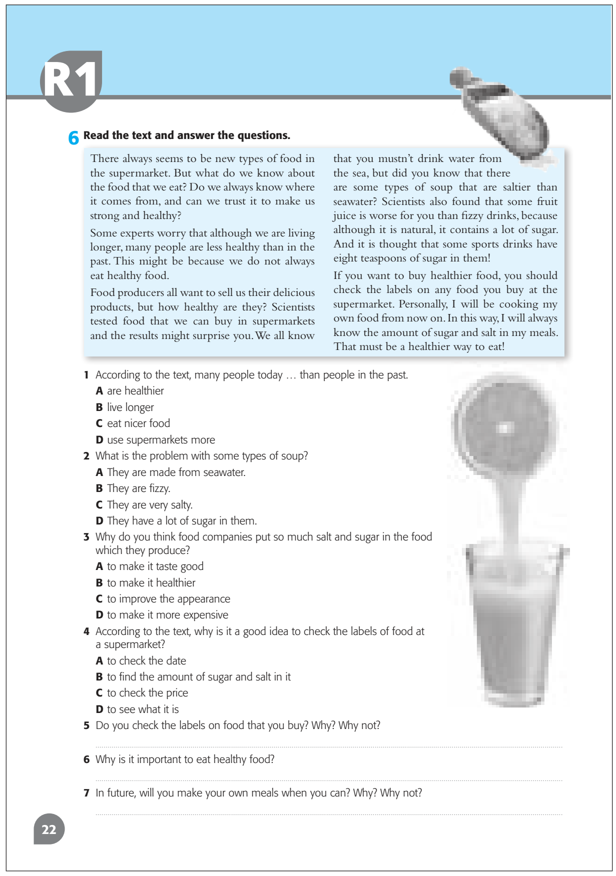
5 Translate the following into English.

1 Allow time for students to write the translations.

2 Invite three or four students to read their answers out to the class.

Answers

Scientists believe that the increase in food prices and the increasing population mean that we must rethink what we have to do to plan for facing future food shortage.



R1

6 **Read the text and answer the questions.**

There always seems to be new types of food in the supermarket. But what do we know about the food that we eat? Do we always know where it comes from, and can we trust it to make us strong and healthy?

Some experts worry that although we are living longer, many people are less healthy than in the past. This might be because we do not always eat healthy food.

Food producers all want to sell us their delicious products, but how healthy are they? Scientists tested food that we can buy in supermarkets and the results might surprise you. We all know that you mustn't drink water from the sea, but did you know that there are some types of soup that are saltier than seawater? Scientists also found that some fruit juice is worse for you than fizzy drinks, because although it is natural, it contains a lot of sugar. And it is thought that some sports drinks have eight teaspoons of sugar in them!

If you want to buy healthier food, you should check the labels on any food you buy at the supermarket. Personally, I will be cooking my own food from now on. In this way, I will always know the amount of sugar and salt in my meals. That must be a healthier way to eat!

1 According to the text, many people today … than people in the past.
A are healthier
B live longer
C eat nicer food
D use supermarkets more

2 What is the problem with some types of soup?
A They are made from seawater.
B They are fizzy.
C They are very salty.
D They have a lot of sugar in them.

3 Why do you think food companies put so much salt and sugar in the food which they produce?
A to make it taste good
B to make it healthier
C to improve the appearance
D to make it more expensive

4 According to the text, why is it a good idea to check the labels of food at a supermarket?
A to check the date
B to find the amount of sugar and salt in it
C to check the price
D to see what it is

5 Do you check the labels on food that you buy? Why? Why not?

6 Why is it important to eat healthy food?

7 In future, will you make your own meals when you can? Why? Why not?

22

6 Read the text and answer the questions.

1 Encourage students to read through the questions and all the answer options before reading the text.

2 Allow students time to complete their answers.

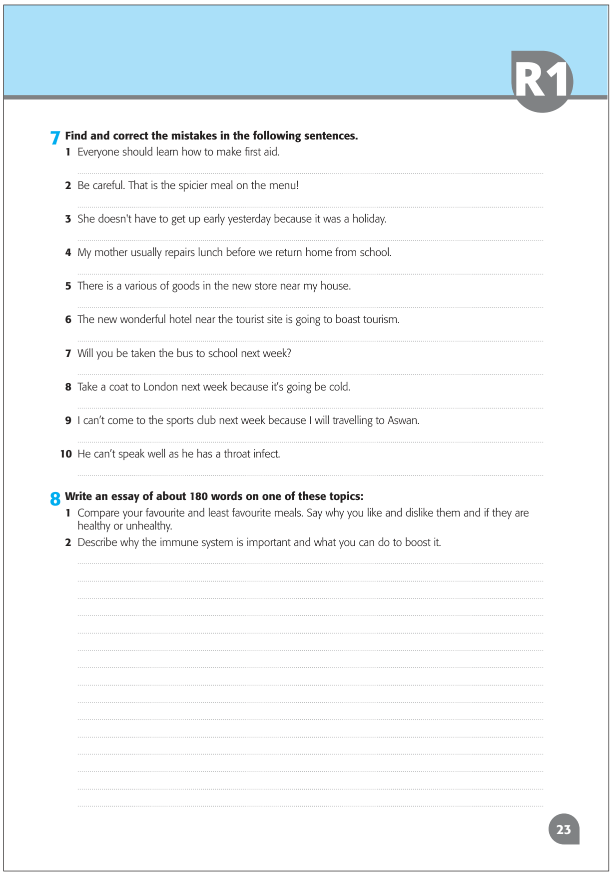
3 Ask them to compare answers in pairs before class feedback.

4 Initiate a brief class discussion using students' answers to questions 5-7.

5 Draw students' attention that there could be different correct answers.

Answers

1 B   2 C   3 A   4 B
5-7 students' own answers.


R1

7 **Find and correct the mistakes in the following sentences.**

1 Everyone should learn how to make first aid.

2 Be careful. That is the spicier meal on the menu!

3 She doesn't have to get up early yesterday because it was a holiday.

4 My mother usually repairs lunch before we return home from school.

5 There is a various of goods in the new store near my house.

6 The new wonderful hotel near the tourist site is going to boast tourism.

7 Will you be taken the bus to school next week?

8 Take a coat to London next week because it's going be cold.

9 I can't come to the sports club next week because I will travelling to Aswan.

10 He can't speak well as he has a throat infect.

8 **Write an essay of about 180 words on one of these topics:**

1 Compare your favourite and least favourite meals. Say why you like and dislike them and if they are healthy or unhealthy.

2 Describe why the immune system is important and what you can do to boost it.

23

7 Find and correct the mistakes in the following sentences.

1 Read the first sentence as a class and elicit the mistake and correct it.

2 Now ask students to continue the task. They can work individually or in pairs.

3 Check answers as a class.

Answers

1 Everyone should learn how to **do** first aid.
2 Be careful. That is the **spiciest** meal on the menu!
3 She **didn't** have to get up early yesterday because it was a holiday.
4 My mother usually **prepares** lunch before we return home from school.
5 There is a **variety** of goods in a new store near my house.
6 The new wonderful hotel near the tourist site **will** boost tourism.
7 Will you be **taking** the bus to school next week?
8 Take a coat to London next week because it's going **to** be cold.
9 I can't come to the sports club next week because I will **be** travelling to Aswan.
10 He can't speak well as he has a throat **infection**.

8 Write an essay of about 180 words on one of these topics.

1 Point out that students have to choose one of the two tasks. Go through both options and help students with understanding as necessary.

2 Give students time to select a question and plan their writing. Remind them to think about all the points in the task they choose, using adjectives, separating different ideas into paragraphs and giving their own ideas about meals or the immune system.

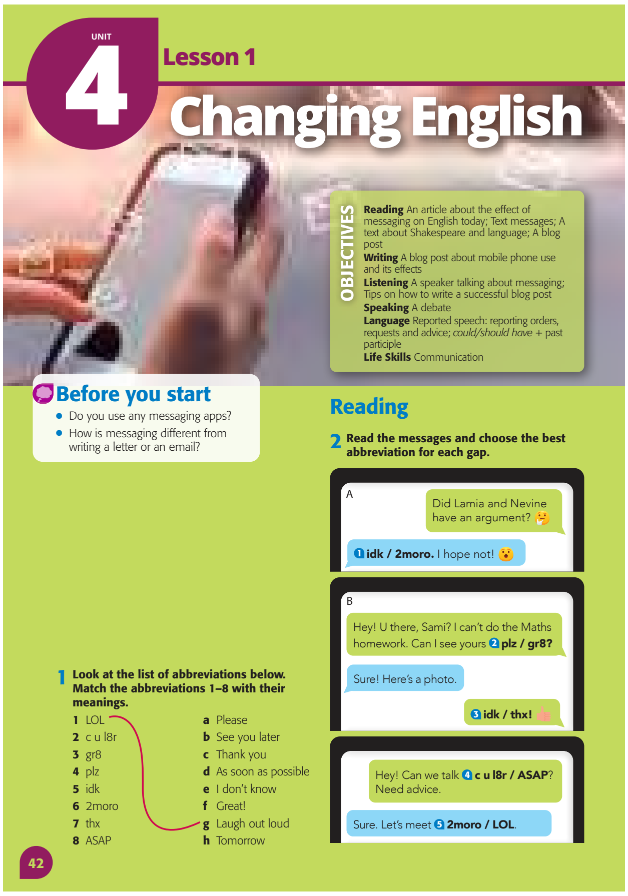
3 Allow time for students to write their texts.

Students' own answers.

UNIT 4 Changing English

Lesson 1

SB pages 42-43 WB page 24



UNIT 4

Lesson 1

Changing English

OBJECTIVES
Reading An article about the effect of messaging on English today; Text messages; A text about Shakespeare and language; A blog post
Writing A blog post about mobile phone use and its effects
Listening A speaker talking about messaging; Tips on how to write a successful blog post
Speaking A debate
Language Reported speech: reporting orders, requests and advice; *could/should have* + past participle
Life Skills Communication

Before you start

- Do you use any messaging apps?
- How is messaging different from writing a letter or an email?

1 Look at the list of abbreviations below. Match the abbreviations 1–8 with their meanings.

1 LOL	**a** Please
2 c u l8r	**b** See you later
3 gr8	**c** Thank you
4 plz	**d** As soon as possible
5 idk	**e** I don't know
6 2moro	**f** Great!
7 thx	**g** Laugh out loud
8 ASAP	**h** Tomorrow

Reading

2 Read the messages and choose the best abbreviation for each gap.

A
Did Lamia and Nevine have an argument?
1 **idk / 2moro.** I hope not!

B
Hey! U there, Sami? I can't do the Maths homework. Can I see yours 2 **plz / gr8?**
Sure! Here's a photo.
3 **idk / thx!**

Hey! Can we talk 4 **c u l8r / ASAP**? Need advice.
Sure. Let's meet 5 **2moro / LOL**.

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changing. Accept all reasonable answers at this stage.

Suggested answers

1 Students' own answers.
2 Messaging uses more abbreviations, short forms, informal language, emojis, etc.

Vocabulary

1 Look at the list of abbreviations below. Match the abbreviations a–8 with their meanings.

1 Ask students to check the meaning of the words from the *Focus on Vocabulary* box in their dictionary. Once students understand the meanings, elicit one or two examples of each from different students around the class. Tell students that this activity focuses on abbreviations.
2 Direct attention to the example answer and check understanding.
3 Set a time limit and have students complete the task individually or in pairs.
4 Go over the answers with the class.
5 If time allows, ask students to write a brief message to a partner using some of the abbreviations listed. Students can then exchange messages and reply to them.

Answers

1 g	2 b	3 f	4 a
5 e	6 h	7 c	8 d

Reading

2 Read the messages and choose the best abbreviation for each gap.

1 Allow time for students to read all three message exchanges. Refer them to the example answer and ask if they can remember what *idk* is an abbreviation for.
2 Encourage students to read all the messages in each conversation before choosing the answers.
3 Students check their answers with a partner before providing feedback as a class.

Answers

1 idk 2 plz 3 thx! 4 ASAP 5 2moro

3 Read the article. Choose the best title.

1 Ask students to read the three title options and check understanding.
2 Allow students two or three minutes to read the article quickly and choose the best title. Remind students that it is not necessary to understand every word of the text at this stage.
3 Check answers with the class.

Answers

A

4 Read the article again and answer these questions.

1 Read through the questions as a class, checking understanding. Then ask students to find the answers individually.
2 Students check their answers with a partner before class feedback.

Answers

1 Messaging language makes communication quicker.
2 Text messaging language doesn't require correct spelling, difficult grammar and punctuation.
3 Some people use less punctuation and some people use more than is needed.
4 Teachers are worried that teenagers are no longer able to speak or write using English correctly.
5 Linguists say messaging language is quick, short and communicates a lot in a small space.

Language

5 Match the verbs to the functions.

1 Check that students understand all of the functions in the box and go over the example answer.

2 Students complete the rest of the exercise individually.

3 Elicit answers from students around the class.

Answers

1 positive advice	2 request
3 positive advice	4 order
5 negative advice	

6 Complete the sentences with the verbs from Exercise 5 in the correct form.

1 Refer students to the example answer and ask them what form of the verb it is (past simple/-ed).

2 Draw attention to the *Focus on Language* box and go through the explanation and example given.

3 Ask students to complete the rest of the sentences in pairs.

4 Check answers as a class.

5 Refer students to the *Language Review* for further information.

Answers

1 encouraged
2 asked
3 warned/advised
4 encouraged/advised
5 told

Speaking

7 Discuss this question in pairs.

1 Check understanding of the question. Ensure that students understand they should use the reporting verbs from Exercise 5 in the present tense. Refer students to the video provided as a source of enrichment.

2 Put students in pairs and allow a few minutes for them to discuss their answers to the question.

3 Ask different students to report their answers to the class.

Students' own answers.

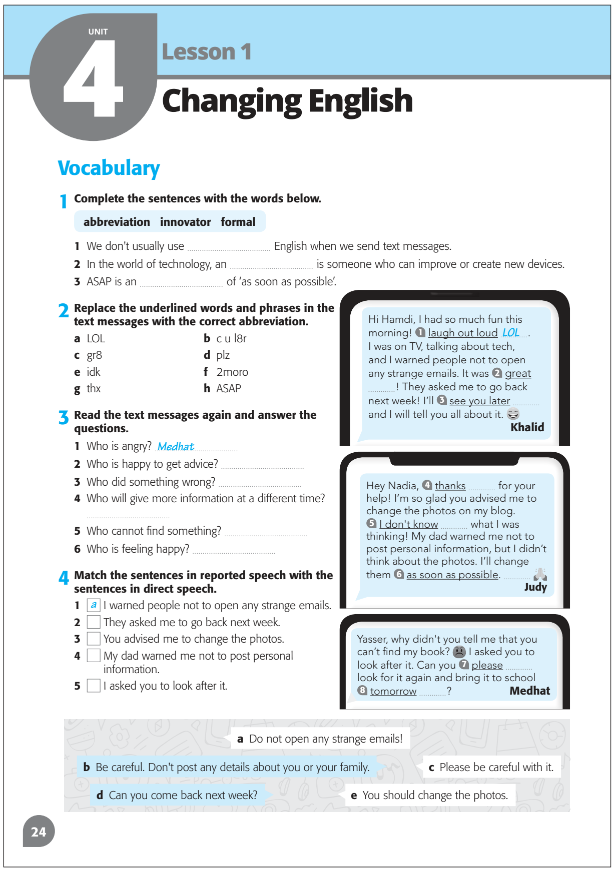
Video script

Smartphones are changing the way we choose to communicate with each other. More people use their phones to send and receive messages than they do to make phone calls. Messaging is quick and cheap. We can keep in contact with friends, make and check arrangements, send photos, ask questions and receive answers within seconds.

Messaging is now more popular than emails, especially between friends and family. Messaging increased by 7,000% in the ten years between 2007 and 2017 and is still rising. Reports suggest that more than 560 billion text messages are sent around the world every month. And it seems that teenagers send more than most adults.

Staying in contact with people is really important and messaging is a fun way to do this, but we need to remember that text messaging is not the same as having a conversation or spending time with someone: that's important too.

WB page 24



UNIT 4 Lesson 1

Changing English

Vocabulary

1 Complete the sentences with the words below.

abbreviation innovator formal

1 We don't usually use .... English when we send text messages.
2 In the world of technology, an .... is someone who can improve or create new devices.
3 ASAP is an .... of 'as soon as possible'.

2 Replace the underlined words and phrases in the text messages with the correct abbreviation.

a LOL b c u l8r
c gr8 d plz
e idk f 2moro
g thx h ASAP

3 Read the text messages again and answer the questions.

1 Who is angry? Medhat
2 Who is happy to get advice? ....
3 Who did something wrong? ....
4 Who will give more information at a different time? ....
5 Who cannot find something? ....
6 Who is feeling happy? ....

4 Match the sentences in reported speech with the sentences in direct speech.

1 [a] I warned people not to open any strange emails.
2 [ ] They asked me to go back next week.
3 [ ] You advised me to change the photos.
4 [ ] My dad warned me not to post personal information.
5 [ ] I asked you to look after it.

Hi Hamdi, I had so much fun this morning! 1 laugh out loud LOL. I was on TV, talking about tech, and I warned people not to open any strange emails. It was 2 great ....! They asked me to go back next week! I'll 3 see you later .... and I will tell you all about it. Khalid

Hey Nadia, 4 thanks .... for your help! I'm so glad you advised me to change the photos on my blog. 5 I don't know .... what I was thinking! My dad warned me not to post personal information, but I didn't think about the photos. I'll change them 6 as soon as possible. .... Judy

Yasser, why didn't you tell me that you can't find my book? I asked you to look after it. Can you 7 please .... look for it again and bring it to school 8 tomorrow ....? Medhat

a Do not open any strange emails!
b Be careful. Don't post any details about you or your family.
c Please be careful with it.
d Can you come back next week?
e You should change the photos.

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Vocabulary

1 Complete the sentences with the words below.

1 Students complete the task individually and compare answers in pairs.

2 Check answers as a class.

Answers

1 formal
2 innovator
3 abbreviation

2 Replace the underlined words and phrases in the text messages with the correct abbreviation.

1 Encourage students to read through the abbreviations with a partner to try to guess/recall the meaning.

2 Tell students to read through the text messages and complete the gaps.

3 Check answers as a class.

Answers

1 a	2 c	3 b	4 g
5 e	6 h	7 d	8 f

3 Read the text messages again and answer the questions.

1 Go through the example, eliciting where the answer is in the text messages (the angry emoji in Medhat's message).

2 Have students read through all the questions before looking for the answers in pairs.

3 Check answers as a class.

Answers

1 Medhat
2 Judy
3 Judy
4 Khalid
5 Yasser
6 Khalid

4 Match the sentences in reported speech with the sentences in direct speech.

1 Draw attention to the examples of direct speech in the messages and then go over the example with the class pointing out the use of the reporting verb *warn* and the pattern that follows it. Deal with any queries.

2 Ask students to complete the exercise individually before comparing answers with a partner.

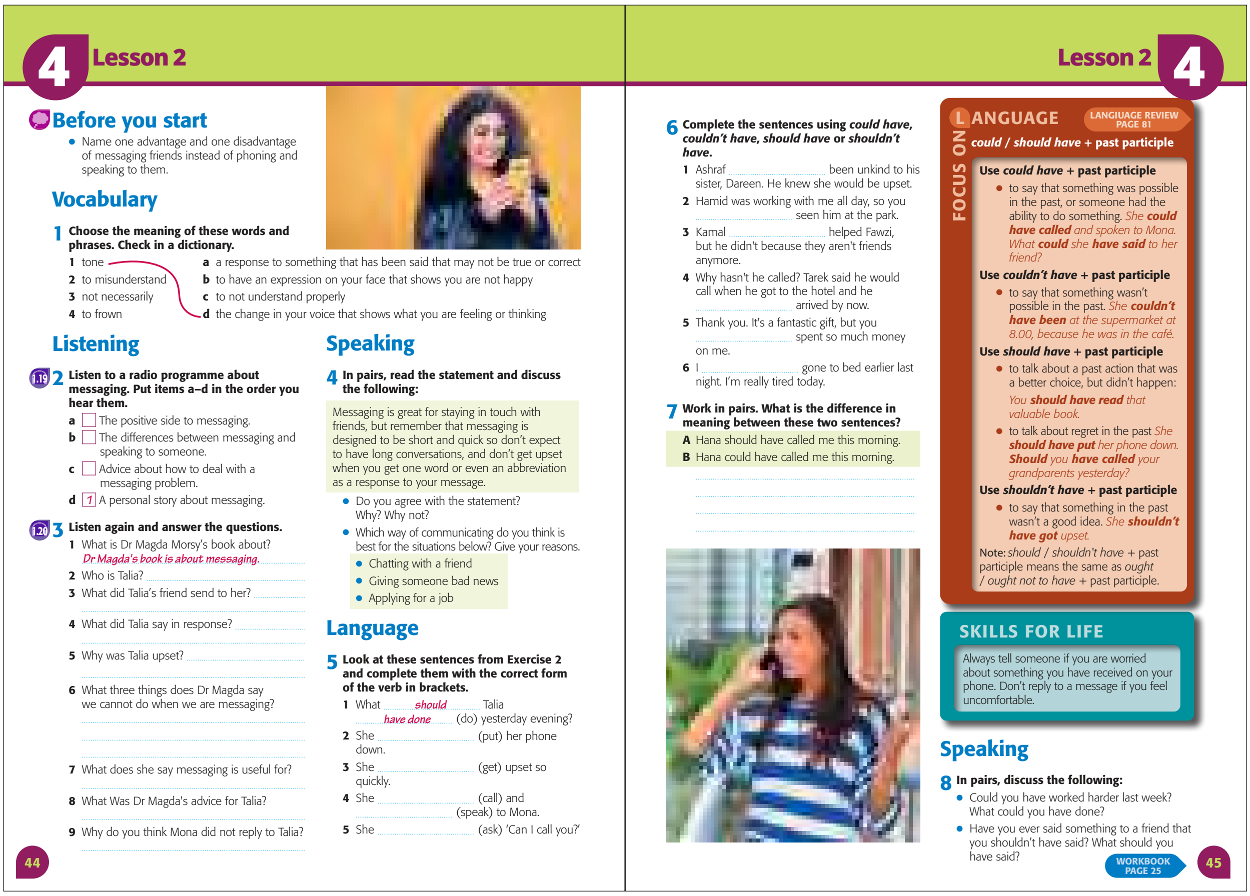
3 Check answers as a class.

Answers

1 a	2 d	3 e	4 b	5 c

Lesson 2

SB pages 44–45 WB page 25


4 Lesson 2

Before you start

- Name one advantage and one disadvantage of messaging friends instead of phoning and speaking to them.

Vocabulary

1 Choose the meaning of these words and phrases. Check in a dictionary.

1 tone
2 to misunderstand
3 not necessarily
4 to frown

a a response to something that has been said that may not be true or correct
b to have an expression on your face that shows you are not happy
c to not understand properly
d the change in your voice that shows what you are feeling or thinking

Listening

1.19 2 Listen to a radio programme about messaging. Put items a–d in the order you hear them.

a ☐ The positive side to messaging.
b ☐ The differences between messaging and speaking to someone.
c ☐ Advice about how to deal with a messaging problem.
d 1 A personal story about messaging.

1.20 3 Listen again and answer the questions.

1 What is Dr Magda Morsy's book about? *Dr Magda's book is about messaging.*
2 Who is Talia? ......
3 What did Talia's friend send to her? ......
4 What did Talia say in response? ......
5 Why was Talia upset? ......
6 What three things does Dr Magda say we cannot do when we are messaging? ......
7 What does she say messaging is useful for? ......
8 What Was Dr Magda's advice for Talia? ......
9 Why do you think Mona did not reply to Talia? ......

Speaking

4 In pairs, read the statement and discuss the following:

Messaging is great for staying in touch with friends, but remember that messaging is designed to be short and quick so don't expect to have long conversations, and don't get upset when you get one word or even an abbreviation as a response to your message.

- Do you agree with the statement? Why? Why not?
- Which way of communicating do you think is best for the situations below? Give your reasons.
  - Chatting with a friend
  - Giving someone bad news
  - Applying for a job

Language

5 Look at these sentences from Exercise 2 and complete them with the correct form of the verb in brackets.

1 What *should* Talia *have done* (do) yesterday evening?
2 She ...... (put) her phone down.
3 She ...... (get) upset so quickly.
4 She ...... (call) and ...... (speak) to Mona.
5 She ...... (ask) 'Can I call you?'

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Lesson 2 4

6 Complete the sentences using *could have, couldn't have, should have* or *shouldn't have*.

1 Ashraf ...... been unkind to his sister, Dareen. He knew she would be upset.
2 Hamid was working with me all day, so you ...... seen him at the park.
3 Kamal ...... helped Fawzi, but he didn't because they aren't friends anymore.
4 Why hasn't he called? Tarek said he would call when he got to the hotel and he ...... arrived by now.
5 Thank you. It's a fantastic gift, but you ...... spent so much money on me.
6 I ...... gone to bed earlier last night. I'm really tired today.

7 Work in pairs. What is the difference in meaning between these two sentences?

A Hana should have called me this morning.
B Hana could have called me this morning.

FOCUS ON LANGUAGE — LANGIUAGE REVIEW PAGE 81

could / should have + past participle

Use *could have* + past participle
- to say that something was possible in the past, or someone had the ability to do something. *She **could have called** and spoken to Mona. What **could** she **have said** to her friend?*

Use *couldn't have* + past participle
- to say that something wasn't possible in the past. *She **couldn't have been** at the supermarket at 8.00, because he was in the café.*

Use *should have* + past participle
- to talk about a past action that was a better choice, but didn't happen: *You **should have read** that valuable book.*
- to talk about regret in the past *She **should have put** her phone down. **Should** you **have called** your grandparents yesterday?*

Use *shouldn't have* + past participle
- to say that something in the past wasn't a good idea. *She **shouldn't have got** upset.*

Note: *should / shouldn't have* + past participle means the same as *ought / ought not to have* + past participle.

SKILLS FOR LIFE

Always tell someone if you are worried about something you have received on your phone. Don't reply to a message if you feel uncomfortable.

Speaking

8 In pairs, discuss the following:
- Could you have worked harder last week? What could you have done?
- Have you ever said something to a friend that you shouldn't have said? What should you have said?

WORKBOOK PAGE 25

45

Before you start

1 Read through the question with the class.

2 Give students a few minutes to discuss answers in pairs.

3 Initiate and encourage a class discussion to elicit suggestions, helping with vocabulary as necessary.

Students' own answers.

Vocabulary

1 Choose the meaning of these words and phrases. Check in a dictionary.

1 Go over the example with the class demonstrating different tones of voice to help understanding if necessary.

2 Have students complete the task individually and compare answers in pairs. They can use a dictionary if necessary.

3 Check answers as a class and point out that the vocabulary is used in the listening exercise which follows.

Answers

1 d 2 c 3 a 4 b

Listening

2 Listen to a radio programme about messaging. Put items a–d in the order you hear them.

1 Tell students to read the items listed and explain vocabulary as needed. Point out that the example has been completed.

2 Tell students to listen to the recording and put the other items in the correct order.

3 Ask students to check their answers in pairs and then go through the answers with the whole class.

Answers

1 d 2 b 3 c 4 a

Audioscript

Presenter: *Hello everyone, thanks for joining me today on Afternoon Talktime. And today we are talking about messaging. My guest today is Dr Magda Morsy. She is the author of the book A Guide to Messaging which encourages us to use messaging positively. Welcome to the programme, Magda.*

Dr Magda: *Thank you. It's lovely to be here.*

Presenter: *So, many parents are worried about their children and messaging. I myself have a 15-year-old daughter and we had an example of a messaging problem just yesterday when she came down to dinner very upset. She couldn't stop crying. Eventually she admitted that she was upset because of her friend. They were messaging and having fun, but then my daughter, Talia, had written LOL - laugh out loud - in response to a photo her friend, Mona, had posted of herself. Talia thought it was a funny photo. She waited for an hour, but Mona didn't reply. Talia couldn't understand what the problem was and was worried that Mona was upset with her.*

Dr Magda: *This is a good example of why we need to be aware of the advantages and disadvantages of messaging, and how it can very easily make us worried and upset if we get it wrong.*

Presenter: *Because messaging is different to speaking face-to-face, isn't it?*

Dr Magda: *Exactly! Sometimes face-to-face communication can be confusing, it's easy to feel the other person isn't listening for example, or isn't interested in what you are saying, but messaging can be much more confusing. And this is basically because you can't see the other person's face – is he or she smiling or frowning? And you can't hear their voice if it's a text message – are they angry? Are they making a joke? Are they feeling sad? And you can't see their body movements. When we speak to someone face-to-face, we notice all these things; facial expressions, body movements and the tone of what they are saying. When we message, we have to guess a lot of these things. This means we can often misunderstand what the other person is trying to communicate.*

Presenter: *So, that's the negative side of messaging. Is there a positive side?*

Dr Magda: *Yes, of course. Messaging is great for staying in touch with friends but remember that messaging is designed to be short and quick so don't expect to have long conversations, and don't get upset when you get one word or even an abbreviation or acronym as a response to your message.*

Presenter: *So, what should my daughter, Talia, have done yesterday evening?*

Dr Magda: *Well, first of all, she shouldn't have got upset so quickly. Just because you don't get an immediate reply does not necessarily mean that the person is not interested in chatting with you. People are busy and they have got other things to do. So, she shouldn't have sat in her room for an hour looking at her phone and waiting for Mona to reply. She should have put her phone down and done something else and checked her phone later. And of course, if she was really worried, she could have called and spoken to Mona. She could have messaged and said, 'Can I call you?'*

Presenter: *So, I think Dr Magda is telling us to remember that sometimes more traditional communication is important.*

Dr Magda: *I am! Absolutely. Messaging is one form of communication not the only form of communication.*

Presenter: *Great – thank you, Dr Magda Morsy. Next on the programme …*

3 Listen again and answer the questions.

1 Put students in pairs to read the questions and guess the answers based on what they remember from the first listening.

2 Play the recording again and pause it after the first example to check understanding.

3 Play the rest of the recording and have students complete the task individually.

4 Allow students some time to compare answers with a partner and check their sentences are correct.

5 Elicit answers from different students around the class to check.

Answers

1 Dr Magdy's book is about messaging.
2 Talia is the presenter's daughter.
3 Talia's friend sent her a photo of herself.
4 Talia wrote LOL.

5 Talia was upset because Mona didn't reply and Talia thought she was upset with her.
6 We cannot see the other person's face, hear their voice or see their body movements.
7 Messaging is great for staying in touch with friends.
8 Her advice is that she shouldn't get upset so quickly when she doesn't get an immediate reply.
9 Students' own answers.

Speaking

4 In pairs, read the statement and discuss the following.

1 Allow students time to read the text and explain vocabulary as necessary.
2 Go over the questions with the class before putting students into pairs to discuss their answers. Remind them to give reasons for their ideas and opinions.
3 Ask students to work in groups of four to compare and discuss the answers they gave. Go round and offer help as needed.
4 Elicit answers from around the class and encourage students to justify their ideas.

Students' own answers.

Language

5 Look at these sentences from Exercise 2 and complete them with the correct form of the verb in brackets.

1 Direct attention to the *Focus on Language* box on page 45 and allow students time to study it. Remind them to refer to it as necessary. You might want to show the difference between *should have done* and *could have done*.
2 Elicit a brief recap of Talia's story from the recording before drawing attention to the example question.
3 Allow students a few minutes to complete the answers individually before checking their answers with a partner.
4 Check answers with the whole class.

Answers

1 should have done 2 should have put
3 shouldn't have got
4 could have called; spoken 5 could have asked

6 Complete the sentences using *could have, couldn't have, should have or shouldn't have.*

1 Read the instruction and look at the first sentence with the class. Remind students that they should use *could have, couldn't have, should have* or shouldn't have and then elicit the answer.
2 Allow students time to complete the exercise, reminding them to refer to the *Focus on Language* box and the *Language Review* as needed.
3 Students compare their answers with a partner explaining why they chose the answers they did.
4 Check answers as a class.

Answers

1 shouldn't have 2 couldn't have
3 could have 4 should have
5 shouldn't have 6 should have

7 Work in pairs. What is the difference in meaning between these two sentences?

1 Allow students some time to read and discuss their answers with a partner.
2 Elicit answers and check that the whole class understand the difference in meaning.

Answers

In sentence A Hana was expected to call (maybe there was a plan or an agreement) but she didn't. In sentence B Hana had the ability to call but she didn't.

Speaking

8 In pairs, discuss the following.

1 Check understanding of the questions and point out the use of *could* in the first question and *should* in the second. Encourage students to use *could* / *should* in their answers.
2 Elicit some example answers from around the class.

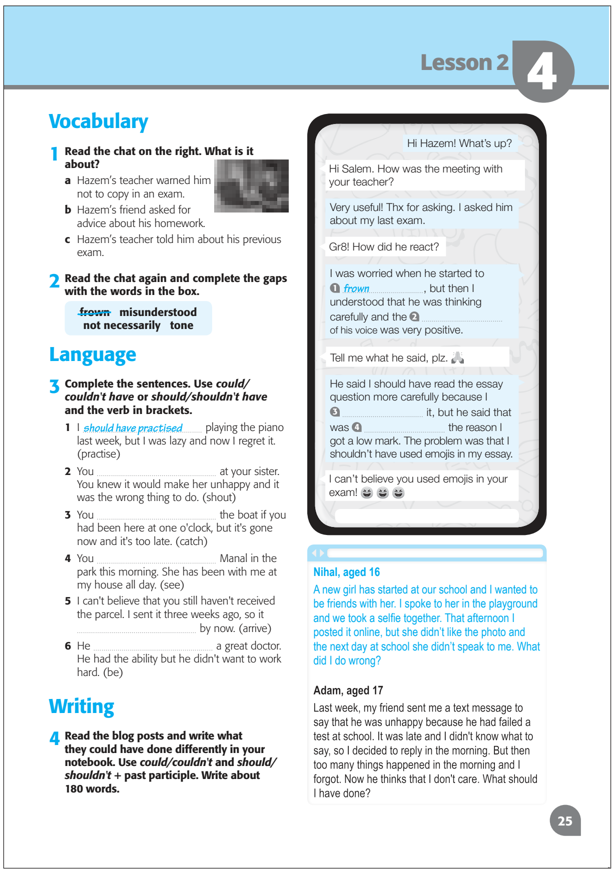
Students' own answers.

Skills for Life

1 Draw students' attention to the *Skills for Life* box. Read it together with them and discuss what it means.

2 Ask about who they can tell if they receive something on their phone that they are not comfortable with. Elicit that they could discuss this with their parents, friends or teachers. Make sure that students know that everyone's opinion about what makes them uncomfortable will be a little different, and they should be aware of other people's feelings.

WB page 25


Lesson 2 4

Vocabulary

1 Read the chat on the right. What is it about?

a Hazem's teacher warned him not to copy in an exam.
b Hazem's friend asked for advice about his homework.
c Hazem's teacher told him about his previous exam.

2 Read the chat again and complete the gaps with the words in the box.

~~frown~~ misunderstood not necessarily tone

Language

3 Complete the sentences. Use *could/couldn't have* or *should/shouldn't have* and the verb in brackets.

1 I *should have practised* playing the piano last week, but I was lazy and now I regret it. (practise)
2 You .... at your sister. You knew it would make her unhappy and it was the wrong thing to do. (shout)
3 You .... the boat if you had been here at one o'clock, but it's gone now and it's too late. (catch)
4 You .... Manal in the park this morning. She has been with me at my house all day. (see)
5 I can't believe that you still haven't received the parcel. I sent it three weeks ago, so it .... by now. (arrive)
6 He .... a great doctor. He had the ability but he didn't want to work hard. (be)

Writing

4 Read the blog posts and write what they could have done differently in your notebook. Use *could/couldn't* and *should/shouldn't* + past participle. Write about 180 words.

Hi Hazem! What's up?
Hi Salem. How was the meeting with your teacher?
Very useful! Thx for asking. I asked him about my last exam.
Gr8! How did he react?
I was worried when he started to 1 *frown*, but then I understood that he was thinking carefully and the 2 .... of his voice was very positive.
Tell me what he said, plz.
He said I should have read the essay question more carefully because I 3 .... it, but he said that was 4 .... the reason I got a low mark. The problem was that I shouldn't have used emojis in my essay.
I can't believe you used emojis in your exam!

Nihal, aged 16
A new girl has started at our school and I wanted to be friends with her. I spoke to her in the playground and we took a selfie together. That afternoon I posted it online, but she didn't like the photo and the next day at school she didn't speak to me. What did I do wrong?

Adam, aged 17
Last week, my friend sent me a text message to say that he was unhappy because he had failed a test at school. It was late and I didn't know what to say, so I decided to reply in the morning. But then too many things happened in the morning and I forgot. Now he thinks that I don't care. What should I have done?

25

Vocabulary

1 Read the chat on the right. What is it about?

1 Ask students to read the three answer options before skim reading the chat to answer the question. Tell them not to worry about the gaps in the chat at this stage.

2 Have students compare answers with a partner before class feedback.

Answers

c

2 Read the chat again and complete the gaps with the words in the box.

1 Go over the example with the class checking understanding.

2 Tell students to complete the task individually before comparing their answers in pairs.

3 Check answers as a class.

Answers

1 frown	2 tone
3 misunderstood	4 not necessarily

Language

3 Complete sentences. Use *could/couldn't have* or *should/shouldn't have* and the verb in brackets.

1 Go over the example with the class to check understanding and remind students to use a past modal in each answer.

2 Ask students to complete the task individually before comparing answers with a partner.

3 Check answers as a class.

Answers

1 should have practised
2 shouldn't have shouted
3 could have caught
4 couldn't have seen
5 should have arrived
6 could have been

Writing

4 Read the blog posts and write what they could have done differently in your notebook. Use *could/couldn't* and *should/ shouldn't* + past participle. Write about 180 words.

1 Encourage students to read through the posts and check any vocabulary they don't know with a partner or in a dictionary.

2 Have students work in pairs to write some advice for each person.

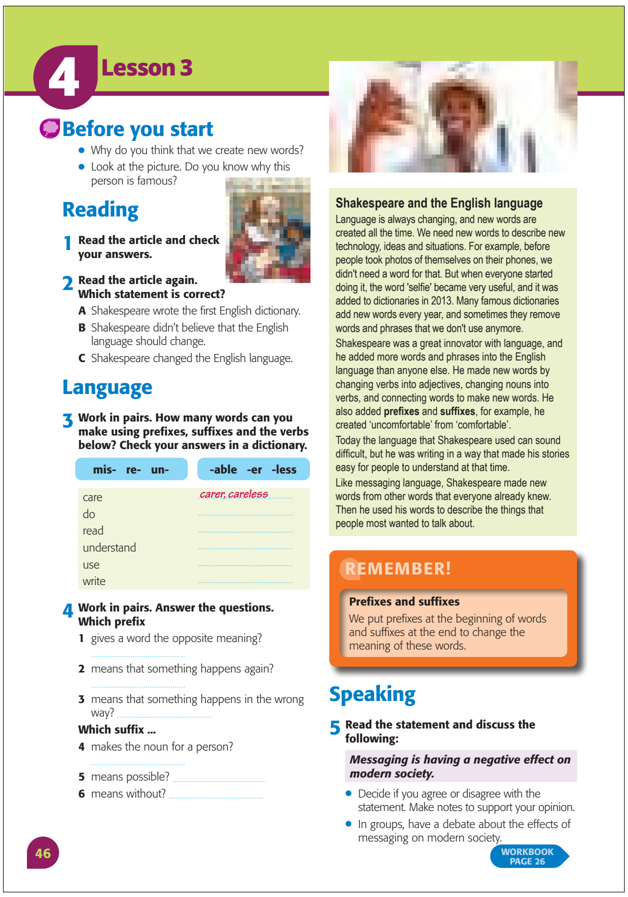
3 Check answers by eliciting suggestions from around the class.

Suggested answers

To Nihal:
You should have asked her before you posted the photo.
You shouldn't have posted the photo without asking her.
You could have apologised when you saw she was upset with you.

To Adam:
You could have called your friend as soon as he texted you about the test.
You should have remembered to reply in the morning.

SB page 46 WB page 26



4 Lesson 3

Before you start

- Why do you think that we create new words?
- Look at the picture. Do you know why this person is famous?

Reading

1 **Read the article and check your answers.**

2 **Read the article again. Which statement is correct?**

A Shakespeare wrote the first English dictionary.
B Shakespeare didn't believe that the English language should change.
C Shakespeare changed the English language.

Language

3 **Work in pairs. How many words can you make using prefixes, suffixes and the verbs below? Check your answers in a dictionary.**

mis- re- un- | -able -er -less

care	carer, careless
do	
read	
understand	
use	
write	

4 **Work in pairs. Answer the questions. Which prefix**

1 gives a word the opposite meaning? ....
2 means that something happens again? ....
3 means that something happens in the wrong way? ....

Which suffix ...

4 makes the noun for a person? ....
5 means possible? ....
6 means without? ....

Shakespeare and the English language

Language is always changing, and new words are created all the time. We need new words to describe new technology, ideas and situations. For example, before people took photos of themselves on their phones, we didn't need a word for that. But when everyone started doing it, the word 'selfie' became very useful, and it was added to dictionaries in 2013. Many famous dictionaries add new words every year, and sometimes they remove words and phrases that we don't use anymore.

Shakespeare was a great innovator with language, and he added more words and phrases into the English language than anyone else. He made new words by changing verbs into adjectives, changing nouns into verbs, and connecting words to make new words. He also added **prefixes** and **suffixes**, for example, he created 'uncomfortable' from 'comfortable'.

Today the language that Shakespeare used can sound difficult, but he was writing in a way that made his stories easy for people to understand at that time.

Like messaging language, Shakespeare made new words from other words that everyone already knew. Then he used his words to describe the things that people most wanted to talk about.

REMEMBER!

Prefixes and suffixes

We put prefixes at the beginning of words and suffixes at the end to change the meaning of these words.

Speaking

5 **Read the statement and discuss the following:**

Messaging is having a negative effect on modern society.

- Decide if you agree or disagree with the statement. Make notes to support your opinion.
- In groups, have a debate about the effects of messaging on modern society.

WORKBOOK PAGE 26

46

Before you start

1 Draw attention to the picture of Shakespeare and ask students if they know who it is. Ask students to suggest the connection between William Shakespeare and new words.

2 Refer students to the questions and encourage them to share answers. You can lead this as a whole class discussion or have students answer the questions in pairs / small groups and report back to the class.

Students' own answers.

Reading

1 Read the article and check your answers.

1 Allow students a few minutes to scan the article for the answers to the questions.

2 Check answers as a class.

Answers

- New words are added to the dictionary as they become used by people in spoken and written English. The press, media, books, internet, etc. are monitored and as new words become used frequently, a panel decides whether to include them in the next update of the dictionary.
- The picture shows William Shakespeare, a famous English writer (who wrote King Lear).

2 Read the article again. Which statement is correct?

1 Go over the statements with the class checking understanding.

2 Allow students a few minutes to read the article again for gist.

3 Elicit the answer from the class.

Answers

C

Language

3 Work in pairs. How many words can you make using prefixes, suffixes and the verbs below? Check your answers in a dictionary.

1 Refer back to the example in the text (comfortable/uncomfortable) and elicit whether un- is a prefix or suffix and how it changes the meaning of the word.

2 Then ask students to look at the *Remember!* box to understand the difference between a prefix and suffix.

3 Look at the first word with the class (care) eliciting whether each prefix or suffix can be added to the verb and what the meaning of the new word is.

4 Give students time to complete the exercise in pairs and encourage them to use a dictionary if necessary. Point out that sometimes a spelling change is required such as leaving off the final -e (use – user).

5 Check answers as a class asking students to use the words they have listed in a sentence.

Answers

redo; undo; doable; doer
misread; reread; unread; readable; reader
misunderstand; understandable
misuse; reuse; usable; user; useless
miswrite; rewrite; writable; writer

4 Work in pairs. Answer the questions.

1 Recap the difference between a prefix and a suffix. Go through the questions and check understanding, dealing with any unknown vocabulary.

2 Place students in pairs and give them a few minutes to complete all of the questions.

3 Go through answers as a class.

Answers

1 un-	2 re-	3 mis-	4 -er
5 -able	6 -less		

Speaking

5 Read the statement and discuss the following.

1 Initiate a whole class brainstorm session eliciting suggestions for and against the statement and writing any useful vocabulary on the board.

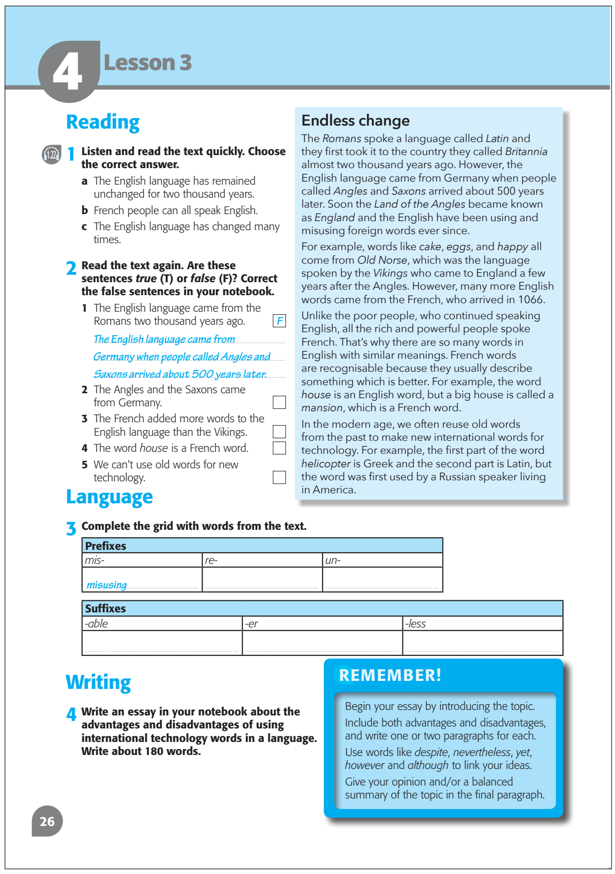
2 Allow time for students working individually to think about their ideas and make notes to support them. Go round and offer support as needed.

3 Put students into groups with a similar number of students for and against and set up the rules for the debate. For example, students take turns to express their opinions. Try to convince the others of your point of view. The other students have to listen with no interruption. They have to ask each other questions.

4 When students have finished talking, hold a brief show of hands in each group to find out how many students changed their mind after listening to their peers.

Students' own answers.

WB page 26


4 Lesson 3

Reading

1 Listen and read the text quickly. Choose the correct answer.

a The English language has remained unchanged for two thousand years.
b French people can all speak English.
c The English language has changed many times.

2 Read the text again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 The English language came from the Romans two thousand years ago. F
The English language came from Germany when people called Angles and Saxons arrived about 500 years later.
2 The Angles and the Saxons came from Germany.
3 The French added more words to the English language than the Vikings.
4 The word *house* is a French word.
5 We can't use old words for new technology.

Endless change

The *Romans* spoke a language called *Latin* and they first took it to the country they called *Britannia* almost two thousand years ago. However, the English language came from Germany when people called *Angles* and *Saxons* arrived about 500 years later. Soon the *Land of the Angles* became known as *England* and the English have been using and misusing foreign words ever since.

For example, words like *cake*, *eggs*, and *happy* all come from *Old Norse*, which was the language spoken by the *Vikings* who came to England a few years after the Angles. However, many more English words came from the French, who arrived in 1066.

Unlike the poor people, who continued speaking English, all the rich and powerful people spoke French. That's why there are so many words in English with similar meanings. French words are recognisable because they usually describe something which is better. For example, the word *house* is an English word, but a big house is called a *mansion*, which is a French word.

In the modern age, we often reuse old words from the past to make new international words for technology. For example, the first part of the word *helicopter* is Greek and the second part is Latin, but the word was first used by a Russian speaker living in America.

Language

3 Complete the grid with words from the text.

Prefixes		
mis-	*re-*	*un-*
misusing		

Suffixes		
-able	*-er*	*-less*

Writing

4 Write an essay in your notebook about the advantages and disadvantages of using international technology words in a language. Write about 180 words.

REMEMBER!

Begin your essay by introducing the topic.
Include both advantages and disadvantages, and write one or two paragraphs for each.
Use words like *despite*, *nevertheless*, *yet*, *however* and *although* to link your ideas.
Give your opinion and/or a balanced summary of the topic in the final paragraph.

26

Reading

1 Listen and read the text quickly. Choose the correct answer.

1 Ask students to read the summaries before reading and listening to the recording.

2 Check answers as a class.

Answers

c

Audioscript

The Romans spoke a language called Latin and they first took it to the country they called Britannia almost two thousand years ago. However, the English language came from Germany when people called Angles and Saxons arrived about 500 years later. Soon the Land of the Angles became known as England and the English have been using and misusing foreign words ever since.

For example, words like cake, eggs, and happy all come from Old Norse, which was the language spoken by the Vikings who came to England a few years after the Angles. However, many more English words came from the French, who arrived in 1066.

Unlike the poor people, who continued speaking English, all the rich and powerful people spoke French. That's why there are so many words in English with similar meanings. French words are recognisable because they usually describe something which is better. For example, the word house is an English word, but a big house is called a mansion, which is a French word.

In the modern age, we often reuse old words from the past to make new international words for technology. For example, the first part of the word helicopter is Greek and the second part is Latin, but the word was first used by a Russian speaker living in America.

2 Read the text again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 Have students read through the sentences and try to remember the answers without looking at the text.

2 Encourage students to find the example answer in the text and write the reason why it is false in their notebooks.

3 Ask students to complete the exercise individually before comparing answers with a partner.

4 Check answers as a class.

Answers

1 False. The English language came from Germany when people called Angles and Saxons arrived about 500 years later.
2 True
3 True
4 False. It is an English word (mansion is French).
5 False. We often reuse old words from the past to make new ones to describe technology.

Language

3 Complete the grid with words from the text.

1 Allow students time to find the example word in the text and elicit the meaning of the prefix *un-*.

2 Encourage students to underline the words in the text before copying them into the table.

3 Check answers as a class.

Answers

Prefixes		
mis-	re-	un-
misusing	reuse	unlike

Suffixes		
-able	-er	-less
recognisable	speaker	endless

Writing

4 Write an essay in your notebook about the advantages and disadvantages of using international technology words in a language. Write about 180 words.

1 Hold a brief class discussion to brainstorm ideas for the essay and write any useful vocabulary on the board.

2 Allow time for students to make notes and organise them into paragraphs.

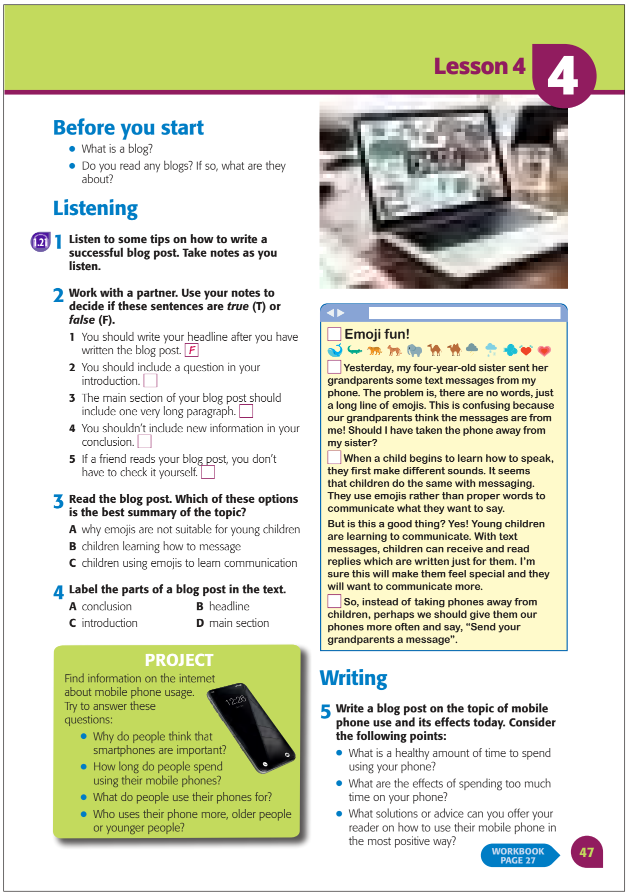
3 Students can complete the writing in class or at home. Remind them to check it for spelling and grammar mistakes.

4 Check their work when it is completed.

Students' own answers.

Lesson 4

SB page 47 **WB page 27**



Lesson 4

Before you start

- What is a blog?
- Do you read any blogs? If so, what are they about?

Listening

1.21 **1 Listen to some tips on how to write a successful blog post. Take notes as you listen.**

2 Work with a partner. Use your notes to decide if these sentences are *true* (T) or *false* (F).

1 You should write your headline after you have written the blog post. F
2 You should include a question in your introduction. ☐
3 The main section of your blog post should include one very long paragraph. ☐
4 You shouldn't include new information in your conclusion. ☐
5 If a friend reads your blog post, you don't have to check it yourself. ☐

3 Read the blog post. Which of these options is the best summary of the topic?

A why emojis are not suitable for young children
B children learning how to message
C children using emojis to learn communication

4 Label the parts of a blog post in the text.

A conclusion B headline
C introduction D main section

PROJECT

Find information on the internet about mobile phone usage. Try to answer these questions:

- Why do people think that smartphones are important?
- How long do people spend using their mobile phones?
- What do people use their phones for?
- Who uses their phone more, older people or younger people?

☐ **Emoji fun!**

☐ **Yesterday, my four-year-old sister sent her grandparents some text messages from my phone. The problem is, there are no words, just a long line of emojis. This is confusing because our grandparents think the messages are from me! Should I have taken the phone away from my sister?**

☐ **When a child begins to learn how to speak, they first make different sounds. It seems that children do the same with messaging. They use emojis rather than proper words to communicate what they want to say.**

But is this a good thing? Yes! Young children are learning to communicate. With text messages, children can receive and read replies which are written just for them. I'm sure this will make them feel special and they will want to communicate more.

☐ **So, instead of taking phones away from children, perhaps we should give them our phones more often and say, "Send your grandparents a message".**

Writing

5 Write a blog post on the topic of mobile phone use and its effects today. Consider the following points:

- What is a healthy amount of time to spend using your phone?
- What are the effects of spending too much time on your phone?
- What solutions or advice can you offer your reader on how to use their mobile phone in the most positive way?

WORKBOOK PAGE 27

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Before you start

1 Draw attention to the photo and elicit answers to the questions from around the class.

2 If you have an interactive whiteboard you could put some of the blogs students mention on the screen to show the class.

3 If students don't read blogs ask them what topics they would be interested in reading about on a blog.

Answers

- A blog (truncation of 'weblog') is a website offering information in a, usually informal, diary- style.
- Students' own answers.

Listening

1 Listen to some tips on how to write a successful blog post. Take notes as you listen.

1 Explain that the speaker on the recording will give a list of useful tips. Students do not have to write down every word but should try to note down the key words in each tip so that they can remember the content. With a less able class you could play the first tip and then pause the recording to check that students understand how to write notes. For tip 1 they could write 'interesting topic,' for example.

2 Play the recording and ask students to take notes on each point. Play the recording as many times as necessary.

Students' own answers.

Audioscript

Speaker 1: *Tips on how to write a successful blog post:*

1. Start with your topic. Think about what will interest and inform your reader.

2. Start with a headline for your blog. A headline should tell the reader what the the blog is about. It should be short, give information, be interesting and make the reader want to read the rest of the blog.

3. Find a suitable photo or picture that will show the reader what the blog post is about.

4. Plan the sections of your blog. Add a sub-heading for each section/new point.

5. Write your introduction paragraph. Be clear what the purpose of this blog post is. Speak to the reader – use first and third person. Include a question.

6. Write the main body of the blog. Keep sentences and paragraphs short. Include images where useful. Do research to find facts to include.

7. Write a conclusion. Refer back to your headline and your introduction. Do not include new information in your conclusion. Speak to your reader again and include yourself; use 'we'.

8. Read and correct your blog post. Check spelling,

grammar and punctuation. Check that you have not repeated key ideas too frequently. Use an online thesaurus to avoid repeating the same word too many times.

9. Ask a friend to read your blog post. Does it make sense to them?

10. Cite all your sources of information.

2 Work with a partner. Use your notes to decide if these sentences are *true* (T) or *false* (F).

1 Go over the example with the class asking students to use their notes to say why it is false.

2 Put students into pairs and ask them to work through the exercise together.

3 Go over the answers with the class asking different students to say why each sentence is true or false.

Answers

1 False. You should write the headline before you write the blog post.
2 True.
3 False. (Sentences and paragraphs should be short.)
4 True.
5 False. (You should check your post before a friend reads it.)

3 Read the blog post. Which of these options is the best summary of the topic?

1 Tell students they are going to read a blog post. Ask them to read the three options before quickly reading the blog in order to choose the best summary.

2 Elicit suggestions from the class and ask students to explain why the other options are not correct.

Answers

C

4 Label the parts of a blog post in the text.

1 Remind students of the different sections that were mentioned in the recording and then give them a minute or two to match the names to the parts.

2 Check answers with the whole class.

Answers

B, C, D, A

Project

1 Allow students time to read the questions listed and the information in the *Project* box. Explain any vocabulary as necessary. Make sure students are clear about the task.

2 Tell students they are going to do some research. Students can do the research at home if they don't have access to the internet in class.

3 When students have completed their research (in the next lesson if necessary), discuss their findings in class.

Writing

5 Write a blog post on the topic of mobile phone use and its effects today. Consider the following points.

1 Tell students they are going to write a blog post. They can do this individually or in pairs.

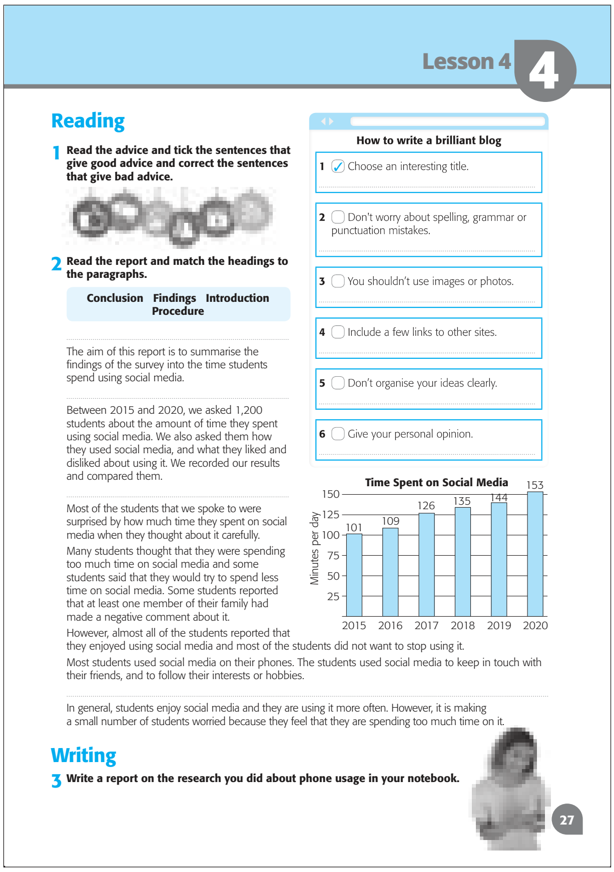
2 Remind students to use the tips from the recording and the post on the page as a model for writing their blog post.

3 As students write, move around the class and monitor, offering support as needed.

4 Students could display their blogs in the classroom or exchange theirs with another pair for peer feedback.

Students' own answers.

WB page 27


Lesson 4

Reading

1 Read the advice and tick the sentences that give good advice and correct the sentences that give bad advice.

How to write a brilliant blog

1 ✓ Choose an interesting title.

2 Don't worry about spelling, grammar or punctuation mistakes.

3 You shouldn't use images or photos.

4 Include a few links to other sites.

5 Don't organise your ideas clearly.

6 Give your personal opinion.

2 Read the report and match the headings to the paragraphs.

Conclusion Findings Introduction Procedure

The aim of this report is to summarise the findings of the survey into the time students spend using social media.

Between 2015 and 2020, we asked 1,200 students about the amount of time they spent using social media. We also asked them how they used social media, and what they liked and disliked about using it. We recorded our results and compared them.

Most of the students that we spoke to were surprised by how much time they spent on social media when they thought about it carefully. Many students thought that they were spending too much time on social media and some students said that they would try to spend less time on social media. Some students reported that at least one member of their family had made a negative comment about it. However, almost all of the students reported that they enjoyed using social media and most of the students did not want to stop using it. Most students used social media on their phones. The students used social media to keep in touch with their friends, and to follow their interests or hobbies.

In general, students enjoy social media and they are using it more often. However, it is making a small number of students worried because they feel that they are spending too much time on it.

Writing

3 Write a report on the research you did about phone usage in your notebook.

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Reading

1 Read the advice and tick the sentences that give good advice and correct the sentences that give bad advice.

1 Elicit anything students remember about blogs e.g. What is a blog? What are the characteristics of a good blog?

2 Go over the example with the class and then allow them time to read the rest of the advice in pairs. Remind them to correct the bad advice.

3 Check answers as a class.

Answers

1 (✔)
2 (✘) It's a good idea to check your grammar, spelling and punctuation.
3 (✘) Make sure you use relevant images or photos.
4 (✔)
5 (✘) Organise your ideas carefully so your blog is easy to follow.
6 (✔)

2 Read the report and match the headings to the paragraphs.

1 Check understanding of the words with the box and clarify unknown vocabulary.

2 Ask students to scan the text and match the headings individually.

3 Check answers by asking some students to report back to the class.

Answers

Introduction, Procedure, Findings, Conclusion

Writing

3 Write a report on the research you did about phone usage in your notebook.

1 Refer students back to the survey they carried out in the Student's Book.

2 Remind them to plan their paragraphs before they start writing, using the structure of the social media report as a model. Also remind them to check their writing before they hand it in.

3 Take student's work in to mark.

Students' own answers.

Lesson 5

SB pages 48–50


4 Lesson 5

Before you read

- What did Edmund show his father Gloucester in Act I?

Act II, Scene i

[In the Castle of the Duke of Gloucester. Edmund enters.]

EDMUND: *[To himself.]* So, I hear that the Duke of Cornwall is coming here tonight. That's good! It will help my plan a lot. My father has a **guard** ready to arrest my brother. But there's one more thing I should do first. Here's Edgar.

[Edgar enters.]

Brother, can we talk? Our father's coming here soon, so you must go! He knows you are hiding here. But first, we must **pretend** to fight. Pick up your sword. Quickly, before our father **gets here**. Now run from here, brother.

*[**Calls out**.]* Help me!

[To his brother again.] Goodbye, Edgar.

[Edgar exits.]

[To himself.] If there's some blood on me, people will think I've been in a fight. [*He cuts his arm.*]

Father, father! Stop him, stop him! Help!

[Gloucester enters with servants.]

EDMUND: Look, at my arm, father, I'm injured.

GLOUCESTER: What happened? Where's Edgar?

EDMUND: He ran that way. When I refused his plan …

GLOUCESTER: You there, **follow** him!

[Some servants exit.]

What plan, Edmund?

EDMUND: His plan is to kill you, father. I told him that I loved you. Finally, when he understood that I didn't want to help with his terrible plan, he cut my arm with his sword. Then he saw that I was ready to fight him, and he quickly ran away.

GLOUCESTER: He'll not run very far. If he stays in this country, we'll soon find him. Then we'll arrest him. The Duke of Cornwall is coming here tonight. I will tell him that there's a **reward** for any man who finds Edgar. And anyone who hides him will be arrested, too.

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Lesson 5 4

EDMUND: Father, I tried to **persuade** Edgar to stop his plan, but he wanted to continue with it. I told him that I would tell you all about it.

"Do you think anyone will believe you?" Edgar said. "No. I'll say that it was all your idea. They know that you will **profit** most if father dies, not me."

GLOUCESTER: This is terrible! **It is a stab in the back**. I'll stop people from leaving England's **ports**; Edgar won't leave the country. Thank you, my loving son Edmund. Now I will do everything to help you. You will inherit all my land.

[The Duke of Cornwall enters with his wife Regan and servants.]

CORNWALL: Gloucester, how are you, my friend? Since I've arrived here, I've heard some strange news.

REGAN: If it is true, it is terrible news!

GLOUCESTER: Oh Regan, **my heart is broken!**

REGAN: Did your son really try to kill you? Your son Edgar?

GLOUCESTER: Yes, it's true! I wish it were different.

REGAN: I know Edgar spent time with my father's soldiers.

EDMUND: That's correct, madam, he spent some time with them.

REGAN: Then the soldiers have given him the idea of **plotting against** his father, trying to kill him, so that he can use his father's money. I've just had a message from my sister Goneril about the soldiers. She has warned me to be careful of them. If they come to my house, I won't be there.

CORNWALL: Edmund, I hear that you've been a good son to your father.

EDMUND: It was my duty, sir.

GLOUCESTER: Edmund told me of Edgar's plan, and he got this cut on his arm when he tried to stop him.

CORNWALL: Is anyone following Edgar?

GLOUCESTER: Yes, I've sent some guards.

CORNWALL: The guards must arrest him. Edmund, I'd like you to work for me. I need men like you that I can trust.

EDMUND: I'd be happy to help you, sir.

GLOUCESTER: I thank you, Cornwall

[They exit.]

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Before you start

1 Ask students to summarise what happened in the previous part of the play. Elicit the names of the characters and what they did.

Before you read

1 Look at the *Before you read* question and ask students if they can remember what Edmund showed his father in Act I.

2 Allow students to discuss their answers in pairs or in small groups then feedback as a whole class.

Answers

A forged letter.

Reading

1 Allow students sufficient time to read Act II scenes i and ii. Monitor the class while they are reading and encourage them to use a dictionary to look up any words they don't know.

2 When they have finished reading, encourage the class to summarise the main points.


4 Lesson 5

Act II, Scene ii

[In the countryside. Edgar enters.]

EDGAR: I've heard people say that I'm guilty! But I was not caught, because I hid in this old tree. It's not safe for me to go to any port now. Guards are looking for me. So I must disguise myself as a **beggar**. I will change my clothes and make my face and hair look dirty.

[He changes his clothes.]

I'll wear these clothes of a poor man, and live outside under the rain. Nobody will see Edgar any more. From now, I'll call myself Poor Tom.

[Edgar exits.]

[Enter, Lear, Fool and Knight. Kent is in the stocks.]

KENT: Good morning, my lord.

KING LEAR: *[Looks in **disbelief** at Kent in the stocks.]* What has happened? Who did this to you?

KENT: It was your daughter Regan and her husband Cornwall, sir.

KING LEAR: But you are working for the King! They should not do this to you! This is terrible. Where's my daughter?

[King Lear exits.]

KENT: Fool, why has the King got so few soldiers now?

FOOL: He has no money, so he has fewer people to help him. But I'll be **faithful** to him; the Fool will always stay, and let the wise men run away.

[King Lear and Gloucester enter together.]

KING LEAR: Why don't they want to speak to me? You say they are sick? They are tired? That's no answer.

GLOUCESTER: I'm sorry, your majesty, but you know that the Duke of Cornwall easily feels angry. He won't **change his mind**.

KING LEAR: What? He's angry! Well, I'm angry, too!

[He sees Kent in the stocks again.]

Why is he sitting in the stocks? Go and tell the Duke of Cornwall and his wife that I want to speak to them, now!

[Gloucester exits.]

KING LEAR: Oh, my heart, my unhappy heart!

[Cornwall, Regan, Gloucester and Servants enter.]

REGAN: Father, I'm pleased to see you.

KING LEAR: My dear daughter Regan, your sister is nothing to me. Oh Regan, she's been so cruel to me! You won't believe how badly she has behaved.

REGAN: I don't think my sister could be unkind to you. If she has stopped your badly behaved soldiers, she has only done it to help you.

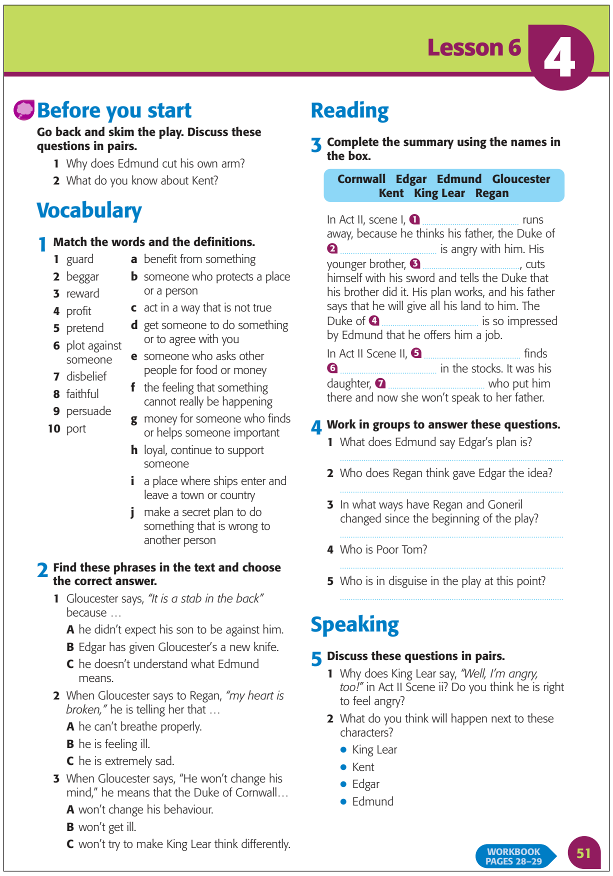
KING LEAR: I'm very angry with her!

REGAN: Father, please go back to my sister's house; you're the one who is wrong, not my good sister Goneril.

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Lesson 6

SB page 51 WB pages 28-29



Lesson 6 4

Before you start

Go back and skim the play. Discuss these questions in pairs.

1 Why does Edmund cut his own arm?
2 What do you know about Kent?

Vocabulary

1 Match the words and the definitions.

1 guard	a benefit from something
2 beggar	b someone who protects a place or a person
3 reward	c act in a way that is not true
4 profit	d get someone to do something or to agree with you
5 pretend	e someone who asks other people for food or money
6 plot against someone	f the feeling that something cannot really be happening
7 disbelief	g money for someone who finds or helps someone important
8 faithful	h loyal, continue to support someone
9 persuade	i a place where ships enter and leave a town or country
10 port	j make a secret plan to do something that is wrong to another person

2 Find these phrases in the text and choose the correct answer.

1 Gloucester says, *"It is a stab in the back"* because …
A he didn't expect his son to be against him.
B Edgar has given Gloucester's a new knife.
C he doesn't understand what Edmund means.

2 When Gloucester says to Regan, *"my heart is broken,"* he is telling her that …
A he can't breathe properly.
B he is feeling ill.
C he is extremely sad.

3 When Gloucester says, "He won't change his mind," he means that the Duke of Cornwall…
A won't change his behaviour.
B won't get ill.
C won't try to make King Lear think differently.

Reading

3 Complete the summary using the names in the box.

Cornwall Edgar Edmund Gloucester Kent King Lear Regan

In Act II, scene I, (1) .... runs away, because he thinks his father, the Duke of (2) .... is angry with him. His younger brother, (3) ...., cuts himself with his sword and tells the Duke that his brother did it. His plan works, and his father says that he will give all his land to him. The Duke of (4) .... is so impressed by Edmund that he offers him a job.

In Act II Scene II, (5) .... finds (6) .... in the stocks. It was his daughter, (7) .... who put him there and now she won't speak to her father.

4 Work in groups to answer these questions.

1 What does Edmund say Edgar's plan is?
2 Who does Regan think gave Edgar the idea?
3 In what ways have Regan and Goneril changed since the beginning of the play?
4 Who is Poor Tom?
5 Who is in disguise in the play at this point?

Speaking

5 Discuss these questions in pairs.

1 Why does King Lear say, *"Well, I'm angry, too!"* in Act II Scene ii? Do you think he is right to feel angry?
2 What do you think will happen next to these characters?
- King Lear
- Kent
- Edgar
- Edmund

WORKBOOK PAGES 28–29 51

Before you start

Go back and skim the play. Discuss these questions in pairs.

1 Read the questions with the class checking understanding.

2 Put students in pairs to re-read the text and find the answers to the questions.

3 Elicit answers from the class.

Answers

1 He cuts his own arm so that he can lie to Gloucester and tell him that Edmund tried to kill him for refusing to take part in a plot to kill Gloucester.
2 He is a very loyal friend of King Lear. He disguised himself to help the king and to work as his servant.

Vocabulary

1 Match the words and the definitions.

1 Encourage students to find the words in the text (in bold) and then use their dictionaries to help them.

2 Check answers with the whole class.

Answers

1 b	2 e	3 g	4 a	5 c
6 j	7 f	8 h	9 d	10 i

2 Find these phrases in the text and choose the correct answer.

1 Read through the questions with the class and explain any unknown vocabulary.

2 Give students time to find the phrases in the text and choose the correct option.

3 Students compare their answers with a partner before class feedback.

Answers

1 A 2 C 3 A

Reading

3 Complete the summary using the names in the box.

1 Encourage students to read the whole text before trying to complete the gaps.

2 Allow students to work in pairs to complete the exercise. Go round the class, helping with vocabulary as they work.

3 Check answers with the class.

Answers

1 Edgar	2 Gloucester
3 Edmund	4 Cornwall
5 King Lear	6 Kent
7 Regan	

4 Work in groups to answer these questions.

1 Put students in groups to answer the questions. Encourage them to refer back to

the text to find the answers. Go round and make sure the students' work is accurate and offer support as required.

2 Elicit answers from around the class.

Answers

1 He says that Edgar wants to kill the Duke of Gloucester.
2 Her father's soldiers.
3 In the opening scene of the play they flatter their father but now they are critical of him.
4 Edgar in disguise.
5 Kent and Edgar

Speaking

5 Discuss these questions in pairs.

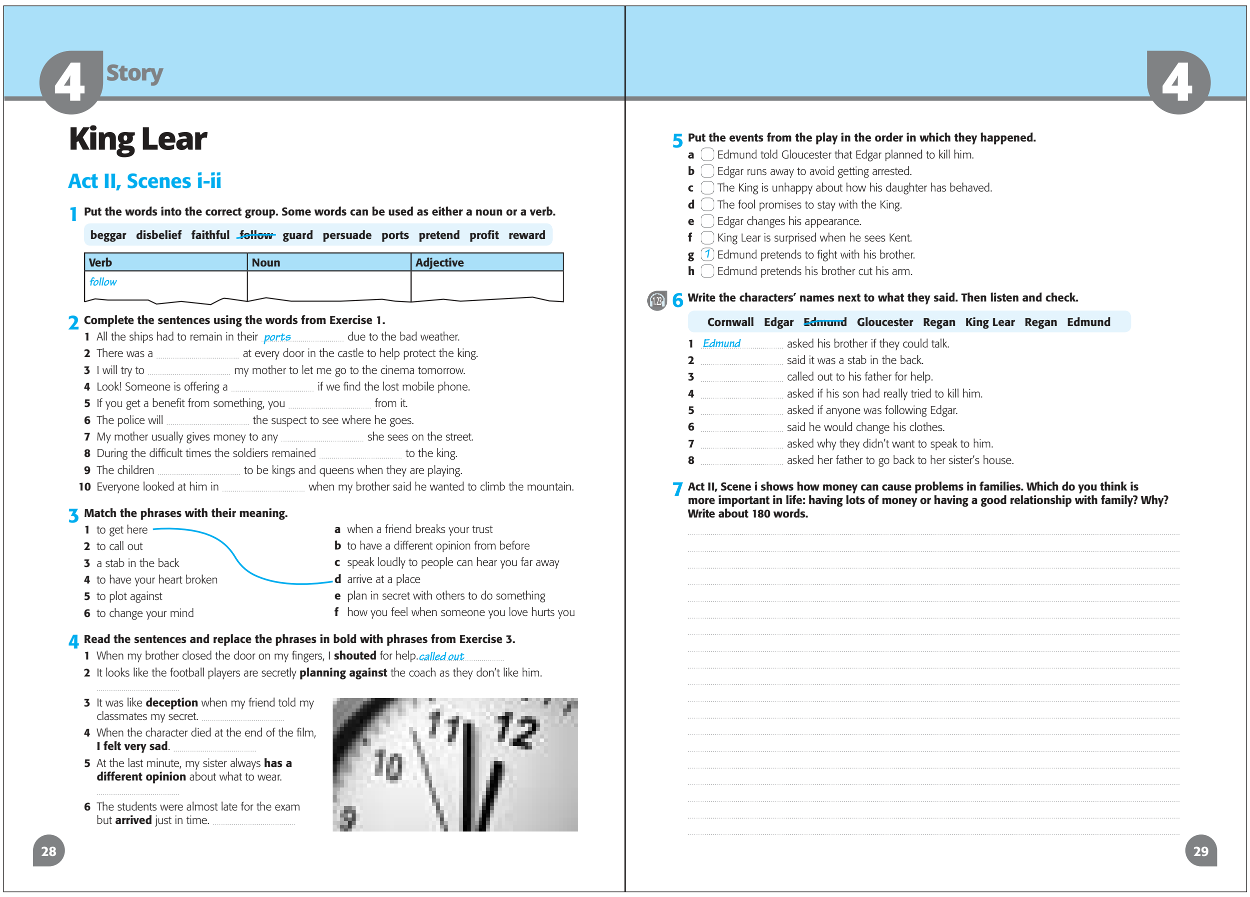
1 Read the first question with the class and encourage students to find the quote in the text to understand the context before they give their answers.

2 Put students in pairs to discuss their ideas together. They can make notes and refer back to them when they read subsequent parts of the play to check how accurate their predictions are.

3 Ask different pairs to tell the class their ideas.

Students' own answers.

WB pages 28-29



4 Story

King Lear

Act II, Scenes i-ii

1 Put the words into the correct group. Some words can be used as either a noun or a verb.

beggar disbelief faithful ~~follow~~ guard persuade ports pretend profit reward

Verb	Noun	Adjective
follow		

2 Complete the sentences using the words from Exercise 1.

1 All the ships had to remain in their *ports* .... due to the bad weather.
2 There was a .... at every door in the castle to help protect the king.
3 I will try to .... my mother to let me go to the cinema tomorrow.
4 Look! Someone is offering a .... if we find the lost mobile phone.
5 If you get a benefit from something, you .... from it.
6 The police will .... the suspect to see where he goes.
7 My mother usually gives money to any .... she sees on the street.
8 During the difficult times the soldiers remained .... to the king.
9 The children .... to be kings and queens when they are playing.
10 Everyone looked at him in .... when my brother said he wanted to climb the mountain.

3 Match the phrases with their meaning.

1 to get here
2 to call out
3 a stab in the back
4 to have your heart broken
5 to plot against
6 to change your mind

a when a friend breaks your trust
b to have a different opinion from before
c speak loudly to people can hear you far away
d arrive at a place
e plan in secret with others to do something
f how you feel when someone you love hurts you

4 Read the sentences and replace the phrases in bold with phrases from Exercise 3.

1 When my brother closed the door on my fingers, I **shouted** for help. *called out*
2 It looks like the football players are secretly **planning against** the coach as they don't like him. ....
3 It was like **deception** when my friend told my classmates my secret. ....
4 When the character died at the end of the film, **I felt very sad**. ....
5 At the last minute, my sister always **has a different opinion** about what to wear. ....
6 The students were almost late for the exam but **arrived** just in time. ....

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5 Put the events from the play in the order in which they happened.

a ◯ Edmund told Gloucester that Edgar planned to kill him.
b ◯ Edgar runs away to avoid getting arrested.
c ◯ The King is unhappy about how his daughter has behaved.
d ◯ The fool promises to stay with the King.
e ◯ Edgar changes his appearance.
f ◯ King Lear is surprised when he sees Kent.
g *1* Edmund pretends to fight with his brother.
h ◯ Edmund pretends his brother cut his arm.

1.23 **6 Write the characters' names next to what they said. Then listen and check.**

Cornwall Edgar ~~Edmund~~ Gloucester Regan King Lear Regan Edmund

1 *Edmund* .... asked his brother if they could talk.
2 .... said it was a stab in the back.
3 .... called out to his father for help.
4 .... asked if his son had really tried to kill him.
5 .... asked if anyone was following Edgar.
6 .... said he would change his clothes.
7 .... asked why they didn't want to speak to him.
8 .... asked her father to go back to her sister's house.

7 Act II, Scene i shows how money can cause problems in families. Which do you think is more important in life: having lots of money or having a good relationship with family? Why? Write about 180 words.

29

1 Put the words into the correct group. Some words can be used as either a noun or a verb.

1 Encourage students to refer back to the Student's Book to re-read the words in context if necessary.

2 Ask students to complete the task in pairs.

3 Elicit answers from around the class to check.

Answers

Verb	Noun	Adjective
follow guard persuade pretend profit reward	beggar disbelief guard ports profit reward	faithful

2 Complete the sentences using the words from Exercise 1.

1 Encourage students to read the complete sentences and think about whether the missing word is a verb, noun or adjective before trying to find the correct answer.

2 Students compare their answers with a partner before class feedback.

Answers

1 ports
2 guard
3 persuade
4 reward
5 profit
6 follow
7 beggar
8 faithful
9 pretend
10 disbelief

3 Match the phrases with their meaning.

1 Read through the example with the class to check understanding.

2 Have students complete the task individually before comparing answers with a partner.

3 Check answers as a class.

Answers

1 d
2 c
3 a
4 f
5 e
6 b

4 Read the sentences and replace the phrases in bold with phrases from Exercise 3.

1 Read through the example sentence with the class to check understanding. Remind them they need to put the expression into the correct form.

2 Ask students to do the task individually before comparing answers with a partner.

3 Check answers as a class.

Answers

1 called out
2 plotting against
3 a stab in the back
4 my heart was broken
5 changes her mind
6 got here

5 Put the events from the play in the order in which they happened.

1 Read through the events and explain any unknown words.

2 Ask students to put the events in order following the example sentence.

3 Have students compare answers with a partner before class feedback.

Answers

1 g
2 b
3 h
4 a
5 e
6 f
7 d
8 c

6 Write the characters' names next to what they said. Then listen and check.

1 Ask students to read through the quotations, thinking about when and where they were made and who was speaking.

2 Ask students to complete answers in pairs before listening to the recording to check their answers.

3 Play the recording and go through the answers with the class.

4 When eliciting answers, ask students to say what was happening when these words were said.

Suggested answers

1 Edmund
2 Gloucester
3 Edmund
4 Regan
5 Cornwall
6 Edgar
7 King Lear
8 Regan

Audioscript

Narrator: *1*
Edmund: *Brother, can we talk?*
Narrator: *2*
Edmund: *Father, father! Stop him, stop him! Help!*
Narrator: *3*
Gloucester: *This is terrible! It is a stab in the back.*
Narrator: *4*
Regan: *Did your son really try to kill you?*
Narrator: *5*
Cornwall: *Is anyone following Edgar?*
Narrator: *6*
Edgar: *I will change my clothes and make my face and hair look dirty.*
Narrator: *7*
King Lear: *Why don't they want to speak to me?*
Narrator: *8*
Regan: *Father, please go back to my sister's house.*

7 Act II, Scene i shows how money can cause problems in families. Which do you think is more important in life: having lots of money or having a good relationship with family? Why? Write about 180 words.

1 Go through the question with the class checking understanding.

2 Allow students to brainstorm some ideas with a partner before writing their texts individually.

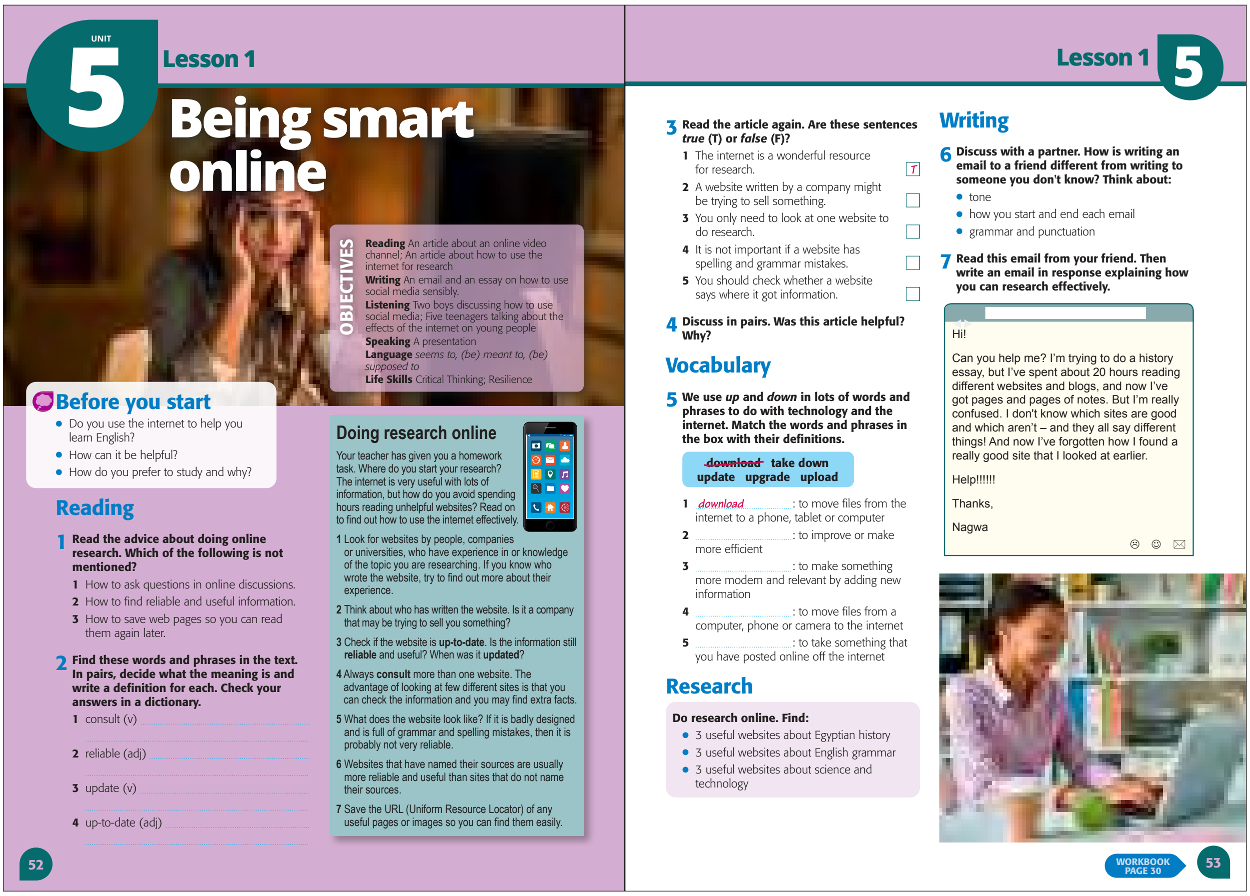
3 Take in their work to mark.

Students' own answers.

UNIT 5 Being smart online

Lesson 1

SB pages 52–53 WB page 30



UNIT 5 Lesson 1

Being smart online

OBJECTIVES
Reading An article about an online video channel; An article about how to use the internet for research
Writing An email and an essay on how to use social media sensibly.
Listening Two boys discussing how to use social media; Five teenagers talking about the effects of the internet on young people
Speaking A presentation
Language *seems to, (be) meant to, (be) supposed to*
Life Skills Critical Thinking; Resilience

Before you start
- Do you use the internet to help you learn English?
- How can it be helpful?
- How do you prefer to study and why?

Reading

1 Read the advice about doing online research. Which of the following is not mentioned?
1 How to ask questions in online discussions.
2 How to find reliable and useful information.
3 How to save web pages so you can read them again later.

2 Find these words and phrases in the text. In pairs, decide what the meaning is and write a definition for each. Check your answers in a dictionary.
1 consult (v) ....
2 reliable (adj) ....
3 update (v) ....
4 up-to-date (adj) ....

Doing research online

Your teacher has given you a homework task. Where do you start your research? The internet is very useful with lots of information, but how do you avoid spending hours reading unhelpful websites? Read on to find out how to use the internet effectively.

1 Look for websites by people, companies or universities, who have experience in or knowledge of the topic you are researching. If you know who wrote the website, try to find out more about their experience.
2 Think about who has written the website. Is it a company that may be trying to sell you something?
3 Check if the website is **up-to-date**. Is the information still **reliable** and useful? When was it **updated**?
4 Always **consult** more than one website. The advantage of looking at few different sites is that you can check the information and you may find extra facts.
5 What does the website look like? If it is badly designed and is full of grammar and spelling mistakes, then it is probably not very reliable.
6 Websites that have named their sources are usually more reliable and useful than sites that do not name their sources.
7 Save the URL (Uniform Resource Locator) of any useful pages or images so you can find them easily.

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Lesson 1 5

3 Read the article again. Are these sentences *true* (T) or *false* (F)?
1 The internet is a wonderful resource for research. *T*
2 A website written by a company might be trying to sell something.
3 You only need to look at one website to do research.
4 It is not important if a website has spelling and grammar mistakes.
5 You should check whether a website says where it got information.

4 Discuss in pairs. Was this article helpful? Why?

Vocabulary

5 We use *up* and *down* in lots of words and phrases to do with technology and the internet. Match the words and phrases in the box with their definitions.

~~download~~ take down update upgrade upload

1 *download*: to move files from the internet to a phone, tablet or computer
2 ....: to improve or make more efficient
3 ....: to make something more modern and relevant by adding new information
4 ....: to move files from a computer, phone or camera to the internet
5 ....: to take something that you have posted online off the internet

Research

Do research online. Find:
- 3 useful websites about Egyptian history
- 3 useful websites about English grammar
- 3 useful websites about science and technology

Writing

6 Discuss with a partner. How is writing an email to a friend different from writing to someone you don't know? Think about:
- tone
- how you start and end each email
- grammar and punctuation

7 Read this email from your friend. Then write an email in response explaining how you can research effectively.

Hi!

Can you help me? I'm trying to do a history essay, but I've spent about 20 hours reading different websites and blogs, and now I've got pages and pages of notes. But I'm really confused. I don't know which sites are good and which aren't – and they all say different things! And now I've forgotten how I found a really good site that I looked at earlier.

Help!!!!!!

Thanks,

Nagwa

WORKBOOK PAGE 30 53

OBJECTIVES

Reading: An article about an online video channel; An article about how to use the internet for research
Writing: An email and an essay on how to use social media sensibly
Listening: Two boys discussing how to use social media; Five teenagers talking about the effects of the internet on young people
Speaking: A presentation
Language: *seems to*, *(be) meant to*, *(be) supposed to*
Life skills: Critical thinking; Resilience

Before you start

1 Draw attention to the title of the unit and elicit ideas from the class for ways of 'being smart online' (For example, not spending too long in front of a screen, not sharing personal information, being able to identify fake news, etc). Note any useful vocabulary on the board.

2 Put students in pairs to discuss the questions.

3 Invite different pairs to tell the class their answers and allow a short class discussion.

Students' own answers.

Reading

1 Read the advice about doing online research. Which of the following is not mentioned?

1 Tell students to read the 3 points and answer any questions about vocabulary.
2 Ask students to read the text quickly and to underline the parts of the text which mention the points listed.
3 Allow students to compare their answers with a partner.
4 Finally check answers with the whole class.

Answers

2

2 Find these words and phrases in the text. In pairs, decide what the meaning is and write a definition for each. Check your answers in a dictionary.

1 Put students into pairs and encourage them to read the phrases before and after the words in bold in the text.
2 Students should make educated guesses before they check their answers in a dictionary.
3 Check answers as a class, asking students to use the words in a sentence of their own.

Answers

1 look for information
2 likely to be correct
3 added to with the latest information
4 has the latest information

3 Read the article again. Are these sentences true (T) or false (F)?

1 Read through the sentences with the class and ask if they can identify any of them as true or false before they read again.
2 Ask them to underline the part of the text that refers to the example sentence.
3 Then have students read the whole text again in more detail and mark the statements as *T* (true) or *F* (false). Ask them to try to correct the false statements.
4 Check the answers with the class and ask students to read out the part of the text which gives them the answer.

Answers

1 True
2 True
3 False. (Always consult more than one website.)
4 False. (If it is badly designed and is full of grammar and spelling mistakes, then it is probably not very reliable.)
5 True

4 Discuss in pairs. Was this article helpful? Why?

1 Put students into pairs to answer the questions. Encourage them to give reasons for their ideas.
2 Initiate a brief class discussion to compare answers.

Students' own answers.

Vocabulary

5 We use *up* and *down* in lots of words and phrases to do with technology and the internet. Match the words and phrases in the box with their definitions.

1 Read through the example sentence with the class to check understanding and then allow students a few minutes to complete the task individually.
2 Have students compare their answers with a partner before class feedback.

Answers

1 download	2 upgrade	3 update
4 upload	5 take down	

Research

Draw attention to the box and remind students to use the tips in the article on page 52 to help them select the useful websites. This can be done at home if students don't have internet access in the classroom.

Writing

6 Discuss with a partner. How is writing an email to a friend different from writing an email to someone you don't know?

1 Read through the ideas listed with the class to check understanding and then allow students a few minutes to discuss their ideas with a partner.

2 Hold a brief discussion to elicit ideas from around the class.

Suggested answers

An email to a friend will have a more informal tone with contractions, abbreviations and maybe emojis. There may be more exclamation marks. It can start with *Dear* ... or *Hi/Hello/Hey* and finish with *Love from/See you soon/Take care*, etc. An email to someone you don't know will be more formal with longer sentences, more complex grammar and clear punctuation. It will start with *Dear Mr/Ms/Mrs* … and finish with *I look forward to hearing from you, Best regards/Kind regards,* etc .

7 Read this email from your friend. Then write an email in response explaining how you can research effectively.

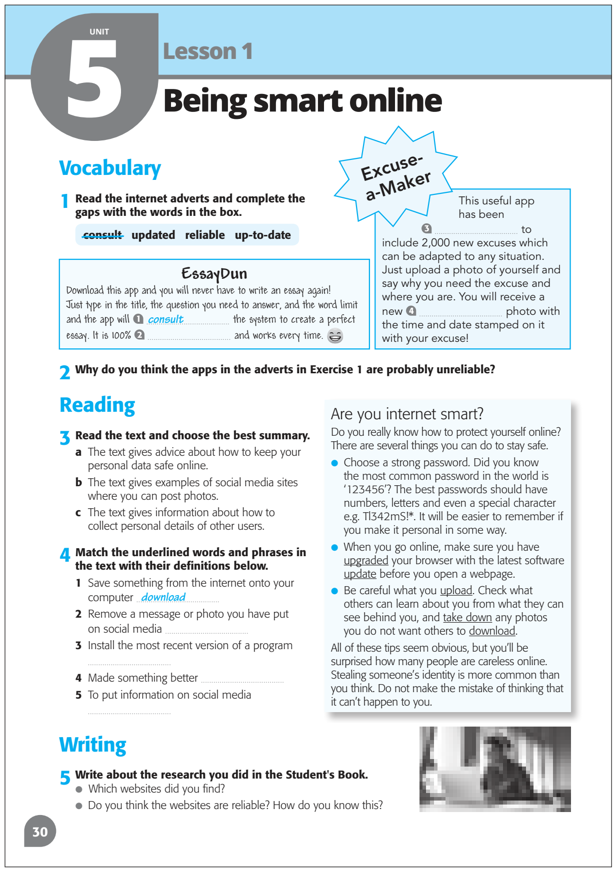
1 Read through the email with the class to check understanding.

2 Ask students to identify the characteristics of an informal email and tell them to use them in their reply. Encourage them to use the ideas from the article on page 52 to help Nagwa with her research.

3 Tell students to check their writing for grammar and spelling mistakes before they hand it in for correction.

Students' own answers.

WB page 30


UNIT 5 Lesson 1

Being smart online

Vocabulary

1 Read the internet adverts and complete the gaps with the words in the box.

~~consult~~ updated reliable up-to-date

EssayDun
Download this app and you will never have to write an essay again! Just type in the title, the question you need to answer, and the word limit and the app will 1 *consult* the system to create a perfect essay. It is 100% 2 .... and works every time.

Excuse-a-Maker
This useful app has been 3 .... to include 2,000 new excuses which can be adapted to any situation. Just upload a photo of yourself and say why you need the excuse and where you are. You will receive a new 4 .... photo with the time and date stamped on it with your excuse!

2 Why do you think the apps in the adverts in Exercise 1 are probably unreliable?

Reading

3 Read the text and choose the best summary.
a The text gives advice about how to keep your personal data safe online.
b The text gives examples of social media sites where you can post photos.
c The text gives information about how to collect personal details of other users.

4 Match the underlined words and phrases in the text with their definitions below.
1 Save something from the internet onto your computer *download*
2 Remove a message or photo you have put on social media ....
3 Install the most recent version of a program ....
4 Made something better ....
5 To put information on social media ....

Are you internet smart?
Do you really know how to protect yourself online? There are several things you can do to stay safe.
- Choose a strong password. Did you know the most common password in the world is '123456'? The best passwords should have numbers, letters and even a special character e.g. Tl342mS!*. It will be easier to remember if you make it personal in some way.
- When you go online, make sure you have upgraded your browser with the latest software update before you open a webpage.
- Be careful what you upload. Check what others can learn about you from what they can see behind you, and take down any photos you do not want others to download.

All of these tips seem obvious, but you'll be surprised how many people are careless online. Stealing someone's identity is more common than you think. Do not make the mistake of thinking that it can't happen to you.

Writing

5 Write about the research you did in the Student's Book.
- Which websites did you find?
- Do you think the websites are reliable? How do you know this?

30

Vocabulary

1 Read the internet adverts and complete the gaps with the words in the box.

1 Encourage students to read the whole text before they select the answers.

2 Tell students to complete the exercise in pairs or alone.

3 Check answers as a whole class.

Answers

1 consult 2 reliable 3 updated 4 up-to-date

2 Why do you think the apps in the adverts in Exercise 1 are probably unreliable?

1 Hold a brief class discussion to answer the question, encouraging students to justify their ideas.

Students' own answers.

Reading

3 Read the text and choose the best summary.

1 Ask students to read through the three options before reading the text to select the correct answer.

2 Allow students to compare their answers with a partner before class feedback.

Answers

a

4 Match the underlined words and phrases in the text with their definitions below.

1 Go over the example with the class to check understanding.

2 Have students work individually or in pairs to complete the exercise.

3 Check answers as a class.

Answers

1 download 2 take down 3 update
4 upgraded 5 upload

Writing

5 Write about the research you did in the Student's Book.

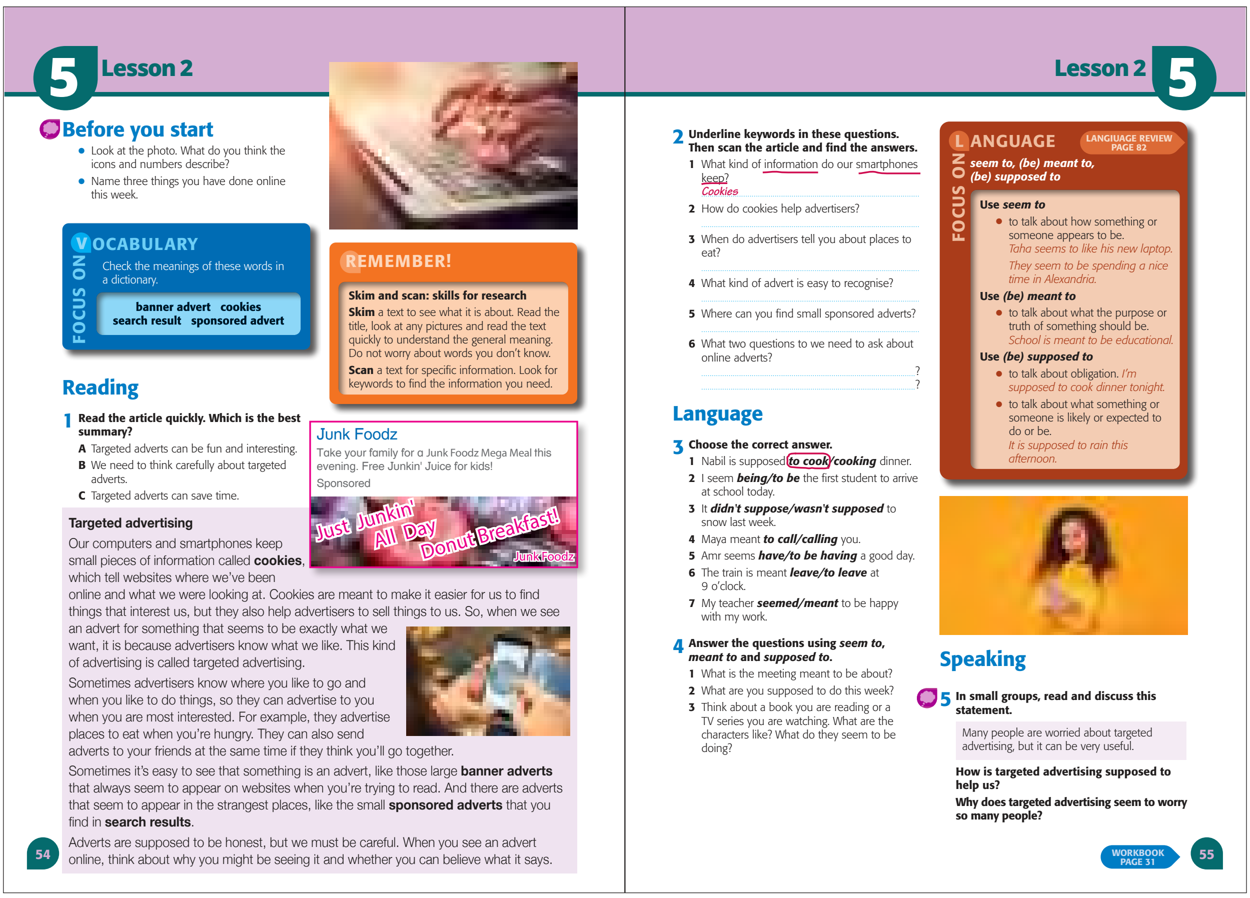
1 Refer students back to page 53 in the Student's Book and ask them to write a paragraph answering the two questions.

2 Students exchange their texts with a partner for peer feedback.

Students' own answers.

Lesson 2

SB page 54–55 WB page 31



5 Lesson 2

Before you start

- Look at the photo. What do you think the icons and numbers describe?
- Name three things you have done online this week.

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

banner advert cookies search result sponsored advert

REMEMBER!

Skim and scan: skills for research

Skim a text to see what it is about. Read the title, look at any pictures and read the text quickly to understand the general meaning. Do not worry about words you don't know.

Scan a text for specific information. Look for keywords to find the information you need.

Reading

1 Read the article quickly. Which is the best summary?

A Targeted adverts can be fun and interesting.
B We need to think carefully about targeted adverts.
C Targeted adverts can save time.

Junk Foodz
Take your family for a Junk Foodz Mega Meal this evening. Free Junkin' Juice for kids!
Sponsored
Just Junkin' All Day Donut Breakfast!
Junk Foodz

Targeted advertising

Our computers and smartphones keep small pieces of information called **cookies**, which tell websites where we've been online and what we were looking at. Cookies are meant to make it easier for us to find things that interest us, but they also help advertisers to sell things to us. So, when we see an advert for something that seems to be exactly what we want, it is because advertisers know what we like. This kind of advertising is called targeted advertising.

Sometimes advertisers know where you like to go and when you like to do things, so they can advertise to you when you are most interested. For example, they advertise places to eat when you're hungry. They can also send adverts to your friends at the same time if they think you'll go together.

Sometimes it's easy to see that something is an advert, like those large **banner adverts** that always seem to appear on websites when you're trying to read. And there are adverts that seem to appear in the strangest places, like the small **sponsored adverts** that you find in **search results**.

Adverts are supposed to be honest, but we must be careful. When you see an advert online, think about why you might be seeing it and whether you can believe what it says.

54

Lesson 2 5

2 Underline keywords in these questions. Then scan the article and find the answers.

1 What kind of information do our smartphones keep? *Cookies*
2 How do cookies help advertisers?
3 When do advertisers tell you about places to eat?
4 What kind of advert is easy to recognise?
5 Where can you find small sponsored adverts?
6 What two questions to we need to ask about online adverts? ? ?

Language

3 Choose the correct answer.

1 Nabil is supposed ***to cook/cooking*** dinner.
2 I seem ***being/to be*** the first student to arrive at school today.
3 It ***didn't suppose/wasn't supposed*** to snow last week.
4 Maya meant ***to call/calling*** you.
5 Amr seems ***have/to be having*** a good day.
6 The train is meant ***leave/to leave*** at 9 o'clock.
7 My teacher ***seemed/meant*** to be happy with my work.

4 Answer the questions using *seem to, meant to* and *supposed to*.

1 What is the meeting meant to be about?
2 What are you supposed to do this week?
3 Think about a book you are reading or a TV series you are watching. What are the characters like? What do they seem to be doing?

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 82

seem to, (be) meant to, (be) supposed to

Use *seem to*
- to talk about how something or someone appears to be.
Taha seems to like his new laptop.
They seem to be spending a nice time in Alexandria.

Use *(be) meant to*
- to talk about what the purpose or truth of something should be.
School is meant to be educational.

Use *(be) supposed to*
- to talk about obligation. *I'm supposed to cook dinner tonight.*
- to talk about what something or someone is likely or expected to do or be.
It is supposed to rain this afternoon.

Speaking

5 In small groups, read and discuss this statement.

Many people are worried about targeted advertising, but it can be very useful.

How is targeted advertising supposed to help us?
Why does targeted advertising seem to worry so many people?

WORKBOOK PAGE 31

55

Before you start

1 Draw attention to the photo and have students read the questions. Elicit answers

from the class. Then ask students to say at least three things they have done online this week. Help with vocabulary as necessary.

2 Draw attention to the *Focus on Vocabulary* box and allow students time to look the words and phrases up in the dictionary if necessary. Point out that they are all used in the article below.

Students' own answers.

Reading

1 Read the article quickly. Which is the best summary?

1 Give students time to read and study the *Remember!* box. Check understanding by asking whether they need to skim or scan in the following situations: Checking a train/bus timetable for times (scan), looking at a newspaper to learn about the day's news (skim), reading a recipe to find out how many eggs are required (scan), read a recipe to find out how to make a particular dish (skim).

2 Read through the three summaries with the class to check understanding. Ask students whether they should skim or scan the article to find the answer (skim). Then allow students one or two minutes to read through the text and choose the correct option.

3 Ask students to compare answers with a partner before class feedback.

Answers

B

2 Underline keywords in these questions. Then scan the article and find the answers.

1 Go over the example sentence with the class, checking understanding. Then put students in pairs to complete the exercise.

2 Elicit answers from around the class.

3 After checking answers ask students what type of advert they can see on page 54. (A small, sponsored advert under the *Remember!* box). Elicit a brief discussion by asking students how they feel about seeing the adverts on the page.

Answers

Words to underline:
1 Information, smart phones, keep
2 cookies, advertisers
3 advertises, places to eat
4 easy to recognise
5 sponsored adverts
6 online adverts

1 cookies
2 They tell websites where we've been online and what we were looking at.
3 When you're hungry
4 Large banner adverts
5 In search results
6 Why are you seeing the advert? Can you believe what it says?

Language

3 Choose the correct answer.

1 Give students time to study the *Focus on Language* box and deal with any queries they have. If necessary refer them to the *Language Review* on page 82.

2 Go over the example and ask students which use of *(be) supposed to* this is (talking about obligation).

3 Ask students to work through the rest of the exercise individually before checking answers with a partner.

4 Finally check answers as a class.

Answers

1 to cook	2 to be
3 wasn't supposed	4 to call
5 to be having	6 to leave
7 seemed	

4 Answer the questions using *seem to, meant to* and *supposed to*.

1 Put students into pairs or small groups to ask and answer the questions. Go round the class to monitor and offer help with vocabulary as required.

2 Nominate pairs to share answers with the whole class.

Students' own answers.

Speaking

5 In small groups, read and discuss this statement.

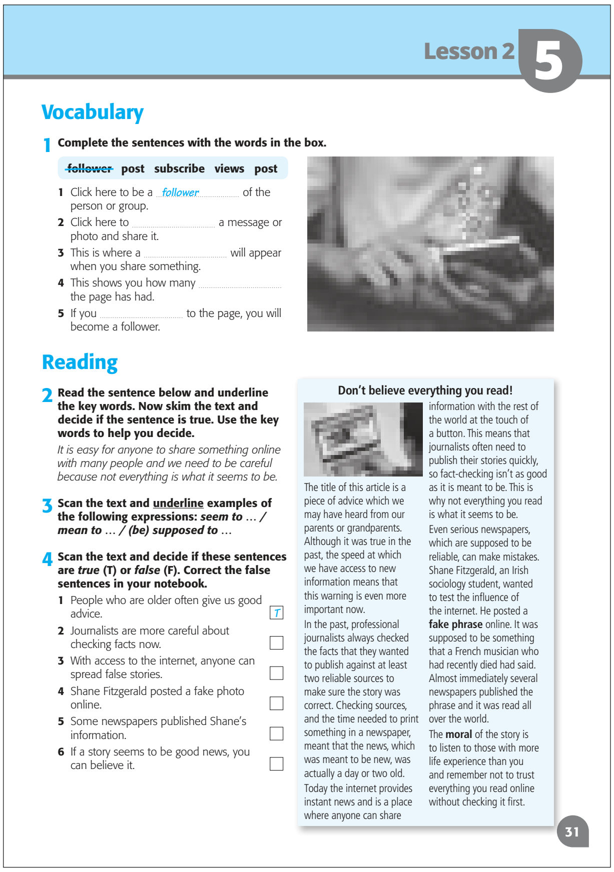
1 Go over the statement with the class, checking understanding.

2 Put students into groups to ask and answer the questions.

3 Initiate a brief class discussion to compare answers.

Students' own answers.

WB page 31


Lesson 2 5

Vocabulary

1 Complete the sentences with the words in the box.

~~follower~~ post subscribe views post

1 Click here to be a *follower* of the person or group.
2 Click here to .... a message or photo and share it.
3 This is where a .... will appear when you share something.
4 This shows you how many .... the page has had.
5 If you .... to the page, you will become a follower.

Reading

2 Read the sentence below and underline the key words. Now skim the text and decide if the sentence is true. Use the key words to help you decide.

It is easy for anyone to share something online with many people and we need to be careful because not everything is what it seems to be.

3 Scan the text and underline examples of the following expressions: *seem to* … / *mean to* … / *(be) supposed to* …

4 Scan the text and decide if these sentences are *true* (T) or *false* (F). Correct the false sentences in your notebook.

1 People who are older often give us good advice. *T*
2 Journalists are more careful about checking facts now. ☐
3 With access to the internet, anyone can spread false stories. ☐
4 Shane Fitzgerald posted a fake photo online. ☐
5 Some newspapers published Shane's information. ☐
6 If a story seems to be good news, you can believe it. ☐

Don't believe everything you read!

The title of this article is a piece of advice which we may have heard from our parents or grandparents. Although it was true in the past, the speed at which we have access to new information means that this warning is even more important now.

In the past, professional journalists always checked the facts that they wanted to publish against at least two reliable sources to make sure the story was correct. Checking sources, and the time needed to print something in a newspaper, meant that the news, which was meant to be new, was actually a day or two old.

Today the internet provides instant news and is a place where anyone can share information with the rest of the world at the touch of a button. This means that journalists often need to publish their stories quickly, so fact-checking isn't as good as it is meant to be. This is why not everything you read is what it seems to be.

Even serious newspapers, which are supposed to be reliable, can make mistakes. Shane Fitzgerald, an Irish sociology student, wanted to test the influence of the internet. He posted a **fake phrase** online. It was supposed to be something that a French musician who had recently died had said. Almost immediately several newspapers published the phrase and it was read all over the world.

The **moral** of the story is to listen to those with more life experience than you and remember not to trust everything you read online without checking it first.

31

Vocabulary

1 Complete the sentences with the words in the box.

1 Ask students to complete the sentences with one word.

2 Check answers by asking individual students to read out their sentences.

Answers

1 follower	2 post	3 post
4 views	5 subscribe	

Reading

2 Read the sentence below and underline the key words. Now skim the text and decide if the sentence is true. Use the key words to help you decide.

1 Go over the sentence with the class to check understanding and allow them a minute or so to underline the key words.

2 Ask students to skim read the text to find the answer.

3 Check answers with the whole class.

Answers

Keywords: share, online, careful
It is true.

3 Scan the text and underline examples of the following expressions: *seem to …* / *mean to …* / *(be) supposed to …* .

1 Encourage students to scan by setting a time limit for the task.

2 Have students compare with a partner to make sure they found all the examples.

Answers

was meant to be; it is meant to be; it seems to be; are supposed to be; was supposed to be

4 Scan the text and decide if these sentences are *true* (T) or *false* (F). Correct the false sentences in your notebook.

1 Read through the sentences with the class.

2 Ask students to scan the text again to complete the task and remind them to correct the false sentences.

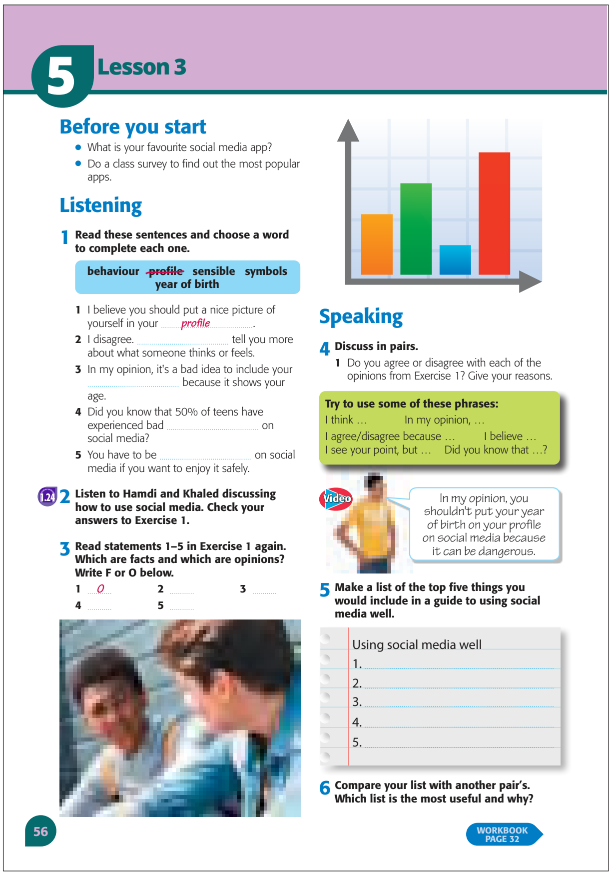
3 Check answers as a class.

Answers

1 True
2 False. Fact-checking isn't as good as it could be, because journalists want to share their news as soon as possible.
3 True
4 False. He posted a fake phrase online.
5 True
6 False. You should always check several sources.

Lesson 3

SB page 56 **WB page 32**


5 Lesson 3

Before you start

- What is your favourite social media app?
- Do a class survey to find out the most popular apps.

Listening

1 Read these sentences and choose a word to complete each one.

behaviour ~~profile~~ sensible symbols year of birth

1 I believe you should put a nice picture of yourself in your ...profile... .
2 I disagree. .... tell you more about what someone thinks or feels.
3 In my opinion, it's a bad idea to include your .... because it shows your age.
4 Did you know that 50% of teens have experienced bad .... on social media?
5 You have to be .... on social media if you want to enjoy it safely.

1.24 2 Listen to Hamdi and Khaled discussing how to use social media. Check your answers to Exercise 1.

3 Read statements 1–5 in Exercise 1 again. Which are facts and which are opinions? Write F or O below.

1 ...O... 2 ...... 3 ......
4 ...... 5 ......

Speaking

4 Discuss in pairs.
1 Do you agree or disagree with each of the opinions from Exercise 1? Give your reasons.

Try to use some of these phrases:
I think … In my opinion, …
I agree/disagree because … I believe …
I see your point, but … Did you know that …?

Video
In my opinion, you shouldn't put your year of birth on your profile on social media because it can be dangerous.

5 Make a list of the top five things you would include in a guide to using social media well.

Using social media well
1.
2.
3.
4.
5.

6 Compare your list with another pair's. Which list is the most useful and why?

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WORKBOOK PAGE 32

Before you start

1 Brainstorm the names of social media apps from the class and write them on the board before asking students to answer the first question.

2 Put crosses or ticks next to each app listed on the board to correspond to the number of students who use them and then ask the class to draw a bar chart using the photo as a model.

Students' own answers.

Listening

1 Read these sentences and choose a word to complete each one.

1 Give students a few minutes to complete the sentences but do not check answers at this stage.

Students' own answers.

2 Listen to Hamdi and Khaled discussing how to use social media. Check your answers to Exercise 1.

1 Introduce the recording by explaining that the two students in the photo are having a conversation about how to use social media. Ask students to listen and check their answers to Exercise 1.

2 Go over the answers with the class.

Answers

1 profile	2 symbols	3 date of birth
4 behaviour	5 sensible	

Audioscript

Hamdi: *Hey Khaled, can you help me? I'm doing a blog post on how to use social media well. Can you help me think of some interesting points to include, please?*
Khaled: *Yes, sure. What have you got so far?*
Hamdi: *OK, I think I'm going to begin by talking about your profile. That's important on social media.*
Khaled: *Definitely!*
Hamdi: *Great! What shall I write?*
Khaled: *Well, I like seeing who I'm chatting with on social media, so I believe you should always put up a nice picture of yourself on your profile. I hate it when people have symbols or something instead of their photo – you don't know who you are talking to.*
Hamdi: *I disagree, symbols tell you more about what someone thinks or feels.*
Khaled: *Really, Hamdi? Well, I think it's important that people don't know too much. For example, in my opinion, it's a bad idea to include your date of birth to show your age.*
Hamdi: *I see your point. Did you know that about 50% of teenagers have experienced bad behaviour*

on social media? So, I think you're right not to give people too much information about yourself.

Khaled: *After all, you have to be sensible on social media if you want to enjoy it safely.*

3 Read statements 1-5 in Exercise 1 again. Which are facts and which are opinions? Write F or O below.

1 Ask students to say how they can tell the example statement (1) is an opinion. Elicit that 'I believe' introduces an opinion and not a fact.

2 Ask students to complete the exercise.

3 Check answers with the class.

Answers

1 O 2 O 3 O 4 F 5 F

Speaking

4 Discuss in pairs.

1 Have students read the question. Then ask them to go over the language in the box to check understanding and the example answer before putting students in pairs to discuss their opinions. Encourage them to give five reasons. Refer students to the video provided for enrichment.

2 Hold a brief class discussion by eliciting students' ideas about the statements.

Students' own answers.

Video script

Social media can keep us in contact with friends, entertain us and keep us up-to-date. So, it's important to know how to use it safely.

First of all, take care with privacy settings. Make sure that the only people who can see what you're posting are people who you want to contact online.

Think carefully about the information that you share. Why not use a nice image instead of your face in your profile? And never put real details about yourself online, such as your date of birth, school, home address or your telephone number.

Don't be unkind. If you haven't got anything nice to say, don't say anything. And always check that you know who you are sending messages to. Is it one person or a large group?

If you want to meet more people online, there are lots of groups that you can join. Look for one with people who share your interests. But if anyone asks to meet you in person, tell an adult. Never meet them on your own.

5 Make a list of the top five things you would include in a guide to using social media well.

1 Point out that students can use some of the ideas from the audio and video as well as their own ideas.

2 Put students in pairs to write their lists.

Students' own answers.

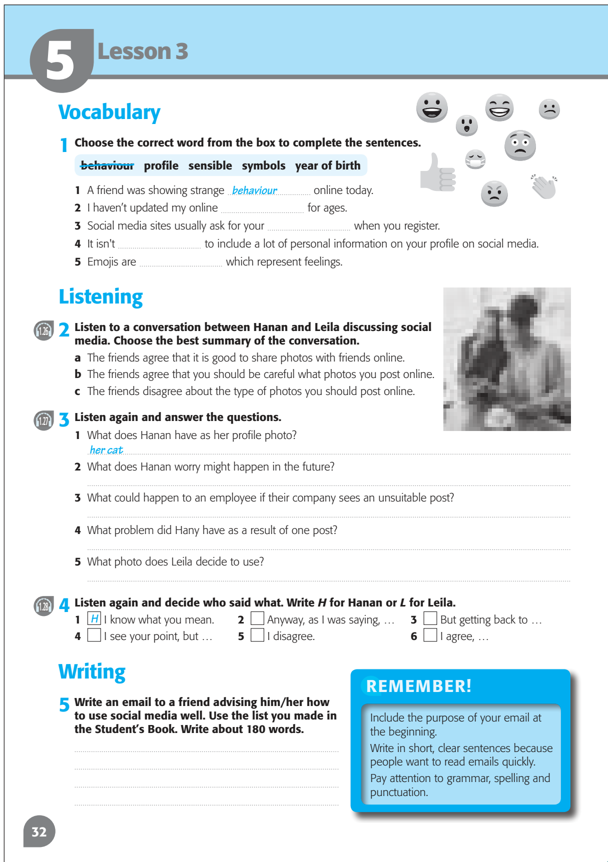
6 Compare your list with another pair's. Which list is the most useful and why?

1 Encourage students to analyse the other pair's list carefully and as a group of four to decide together which list is the most useful. Encourage them to say why.

2 Elicit suggestions from different groups about the most useful ideas.

Students' own answers.

WB page 32



5 Lesson 3

Vocabulary

1 Choose the correct word from the box to complete the sentences.

~~behaviour~~ profile sensible symbols year of birth

1 A friend was showing strange *behaviour* online today.
2 I haven't updated my online .... for ages.
3 Social media sites usually ask for your .... when you register.
4 It isn't .... to include a lot of personal information on your profile on social media.
5 Emojis are .... which represent feelings.

Listening

2 Listen to a conversation between Hanan and Leila discussing social media. Choose the best summary of the conversation.

a The friends agree that it is good to share photos with friends online.
b The friends agree that you should be careful what photos you post online.
c The friends disagree about the type of photos you should post online.

3 Listen again and answer the questions.

1 What does Hanan have as her profile photo?
her cat
2 What does Hanan worry might happen in the future?
3 What could happen to an employee if their company sees an unsuitable post?
4 What problem did Hany have as a result of one post?
5 What photo does Leila decide to use?

4 Listen again and decide who said what. Write *H* for Hanan or *L* for Leila.

1 [H] I know what you mean. 2 [ ] Anyway, as I was saying, … 3 [ ] But getting back to …
4 [ ] I see your point, but … 5 [ ] I disagree. 6 [ ] I agree, …

Writing

5 Write an email to a friend advising him/her how to use social media well. Use the list you made in the Student's Book. Write about 180 words.

REMEMBER!
Include the purpose of your email at the beginning.
Write in short, clear sentences because people want to read emails quickly.
Pay attention to grammar, spelling and punctuation.

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Vocabulary

1 Choose the correct word from the box to complete the sentences.

1 Go through the words in the box to check understanding.

2 Ask students to work in pairs to complete the sentences.

3 Check answers as a class.

Answers

1 behaviour
2 profile
3 date of birth
4 sensible
5 symbols

Listening

2 Listen to a conversation between Hanan and Leila discussing social media. Choose the best summary of the conversation.

1 Encourage students to read the summaries before they listen to the recording and check understanding.

2 Play the recording.

3 Check answers as a class.

Answers

B

Audioscript

Hanan: *Leila, did you see the post that Hany put up the other day about social media behaviour in Egypt?*
Leila: *No, I was too busy updating my profile. Do you know how difficult it is to take a good photo of yourself?*
Hanan: *I know what you mean. I just used a photo of my cat. Anyway, as I was saying, did you know that Hany's post said that 22 million people in Egypt connect to one popular social media app every day?*
Leila: *Wow! That's something like 20% of Egypt all on just one social media platform! But getting back to your profile photo, why don't you use a photo of yourself?*
Hanan: *Don't you worry about what all those people might see on your profile? For example, imagine you post a photo of yourself doing something stupid now, and in a few years' time you apply for a job and the company look at your social media profile to see what kind of person you are. What opinion will they have of you?*
Leila: *I see your point, but in my opinion, social media should be personal and has nothing to do with your job.*
Hanan: *I disagree. I read about a man who was fired from his job for criticising his company on his personal profile. You can never be too careful. You don't know who might see your posts.*
Leila: *I didn't think posting a photo was so important!*
Hanan: *The thing is that as soon as you post something, it is there forever. So be careful with those selfies you're taking! Plus, Hany told me that he was once the victim of bad behaviour after posting a photo of himself in some old jeans. He reported it and everything is fine now, but it really affected him at the time.*
Leila: *Wow! Well, I might think twice about updating my profile picture and just keep the photo of my dog. I think she's so cute and my selfies all look terrible anyway!*
Hanan: *I agree, I think your dog is lovely and it's a safer photo too.*
Leila: *Hey, look! Have you seen what Mona's wearing in the photo she's just posted?*

3 Listen again and answer the questions.

1 Encourage students to read through the questions and try to remember the answers before you play the recording again.

2 Begin the recording, pausing at the example answer.

3 Have students answer the questions individually before checking answers as a class.

Answers

1 Her Cat
2 In a few years' time, the company she works for might look at her social media profile.
3 The employee could be fired.
4 He experienced bad behaviour.
5 She decides to use a photo of her dog.

4 Listen again and decide who said what. Write *H* for Hana or *L* for Leila.

1 Ask students to read the phrases 1-6. Explain that they should listen to the conversation again and write the initial of the speaker next to each phrase.

2 Play the audio again, pausing occasionally

to allow students to process the information and note their answers.

3 Play the audio all the way through again for students to check their answers. Then check answers as a class.

4 Play the audio again if you think it would be helpful for your students.

5 Ask why these phrases are used in the conversation. Elicit responses (1, 6 - agreeing, 4, 5 - disagreeing, 2, 3 - moving the conversation on).

Answers

1 H
2 H
3 L
4 L
5 H
6 H

Writing

5 Write an email to a friend advising him/her how to use social media well. Use the list you made in the Student's Book. Write about 180 words.

1 Remind students about the list they wrote in the Student's Book Exercise 5. Explain that they should now write an email to a friend, explaining the points which they think are most important about how to use social media.

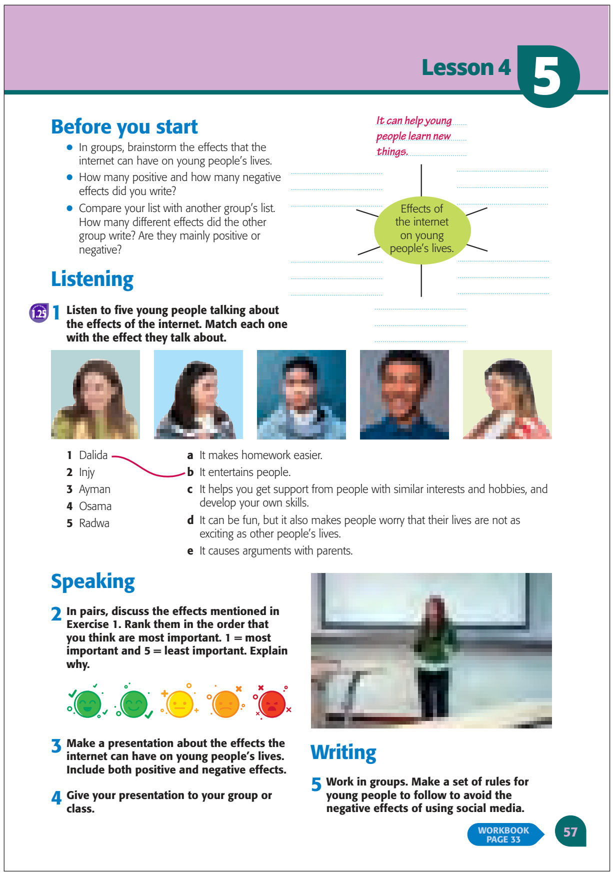
2 Read through the *Remember!* box with the class. The box contains useful advice for writing emails, so ask students to follow it carefully. They can also use emails in the Student's Book, such as in lesson 1, as a model.

3 Allow students time to write their emails and check them against the advice in the *Remember!* box. Then ask them to compare their emails in pairs.

4 Collect in the completed work for checking so you can give feedback.

Lesson 4

SB page 57 WB page 33



Lesson 4 5

Before you start

- In groups, brainstorm the effects that the internet can have on young people's lives.
- How many positive and how many negative effects did you write?
- Compare your list with another group's list. How many different effects did the other group write? Are they mainly positive or negative?

Listening

1.25 **1 Listen to five young people talking about the effects of the internet. Match each one with the effect they talk about.**

1 Dalida
2 Injy
3 Ayman
4 Osama
5 Radwa

a It makes homework easier.
b It entertains people.
c It helps you get support from people with similar interests and hobbies, and develop your own skills.
d It can be fun, but it also makes people worry that their lives are not as exciting as other people's lives.
e It causes arguments with parents.

Speaking

2 In pairs, discuss the effects mentioned in Exercise 1. Rank them in the order that you think are most important. 1 = most important and 5 = least important. Explain why.

3 Make a presentation about the effects the internet can have on young people's lives. Include both positive and negative effects.

4 Give your presentation to your group or class.

Writing

5 Work in groups. Make a set of rules for young people to follow to avoid the negative effects of using social media.

WORKBOOK PAGE 33

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Before you start

1 Draw attention to the mind map in the book and the example suggestion to explain the task and check understanding.

2 Put students in groups to brainstorm their ideas and help with vocabulary as needed.

3 Ask students to work through the questions and share their ideas with another group's.

4 Finally bring the whole class together to find out whether there are more positive or negative effects.

Students' own answers.

Listening

1 Listen to five young people talking about the effects of the internet. Match each one with the effect they talk about.

1 Draw attention to the photos and the names and then ask students to read through the effects before listening to the recording. Help with vocabulary as necessary.

2 Explain that they will hear the speakers speak one by one in order. If necessary, play the first part of the recording and pause after Dalida to check that students understand the task. Students listen to the recording and match the names and effects.

3 Check answers with the class.

Answers

1 b 2 e 3 a 4 d 5 c

Audioscript

Narrator: *1*
Dalida: *Hi, I'm Dalida. I think the biggest effect that the internet has on young people is it keeps them entertained – there's always something to watch or listen to, and I'm never bored.*
Narrator: *2*
Injy: *Hi, I'm Injy. Like most of my friends, I think I'm addicted to the internet. If I'm not checking my social media apps, I feel worried that I'm missing something important. It means I have a lot of arguments with my parents at mealtimes and when we go out together.*
Narrator: *3*
Ayman: *Hello. I'm Ayman. I am so pleased I have the internet to help me with my homework. Imagine if you had to go to the library and read loads of books for every homework or project!*
Narrator: *4*
Osama: *Hi, my name's Osama. I game online which is really fun, so I think the internet has a good effect on my life, but I do worry about my sister. She gets sad because she thinks her friends all have better lives than her and do more exciting things. She can't understand that they only post the good things and not the bad things.*
Narrator: *5*
Radwa: *Hi, Radwa here. I love the internet. I love computer programming so I go on forums to chat to other programmers – students and people who do it for a job. I have learned so much. And if I have a problem that I can't solve to do with programming, someone on the forum can usually help me.*

Speaking

2 In pairs, discuss the effects mentioned in Exercise 1. Rank them in the order that you think are most important. 1 = most important and 5 = least important. Explain why.

1 Put students into pairs and ask them to discuss the effects in Exercise 1 saying how important they are and then assign one of the emojis to each effect.

2 If there is time, lead a whole class discussion to see if students agreed in their ranking.

Students' own answers.

3 Make a presentation about the effects the internet can have on young people's lives. Include both positive and negative effects.

1 Students can choose how to present their ideas. Some examples could be creating a poster or other visual support, using the whiteboard as well as just taking turns to speak.

2 As students prepare, go round the classroom offering help as needed.

Students' own answers.

4 Give your presentation to your group or class.

1 Allow groups to take turns to present their ideas while the listening students prepare to give feedback on the quality of the presentation, the language used and the content.

2 If there is time, allow students to give feedback on presentations of each one.

Students' own answers.

Writing

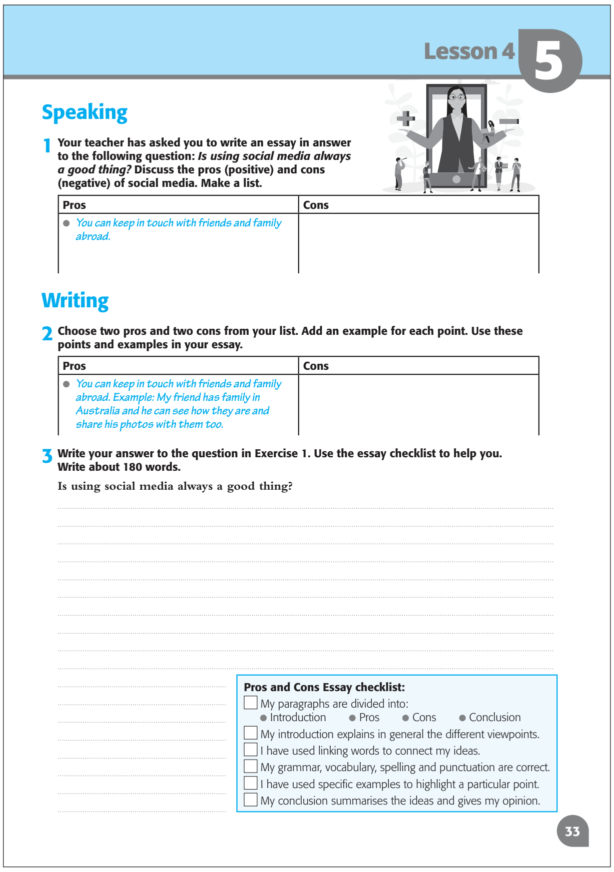
5 Work in groups. Make a set of rules for young people to follow to avoid the negative effects of social media.

1 Put students into groups to discuss their ideas and then write their rules.

2 Students can compare their rules with other groups and hold a class vote on which rules are the most useful.

Students' own answers.

WB page 33



Lesson 4 5

Speaking

1 Your teacher has asked you to write an essay in answer to the following question: *Is using social media always a good thing?* Discuss the pros (positive) and cons (negative) of social media. Make a list.

Pros	Cons
• *You can keep in touch with friends and family abroad.*	

Writing

2 Choose two pros and two cons from your list. Add an example for each point. Use these points and examples in your essay.

Pros	Cons
• *You can keep in touch with friends and family abroad. Example: My friend has family in Australia and he can see how they are and share his photos with them too.*	

3 Write your answer to the question in Exercise 1. Use the essay checklist to help you. Write about 180 words.

Is using social media always a good thing?

Pros and Cons Essay checklist:
- ☐ My paragraphs are divided into:
  - Introduction • Pros • Cons • Conclusion
- ☐ My introduction explains in general the different viewpoints.
- ☐ I have used linking words to connect my ideas.
- ☐ My grammar, vocabulary, spelling and punctuation are correct.
- ☐ I have used specific examples to highlight a particular point.
- ☐ My conclusion summarises the ideas and gives my opinion.

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Speaking

1 Your teacher has asked you to write an essay in answer to the following question: *Is using social media always a good thing?* Discuss the pros (positive) and cons (negative) of social media. Make a list.

1 Go over the instructions to check understanding. Then put students in pairs to discuss their ideas and make a list.

2 Monitor and offer help with vocabulary as needed.

Students' own answers.

Writing

2 Choose two pros and two cons from your list. Add an example for each point. Use these points and examples in your essay.

1 Go over the example with the class to check understanding. If possible, elicit another example for the point listed.

2 Ask students to work in pairs to elaborate on their points as described.

3 Move around the class offering support as necessary.

Students' own answers.

3 Write your answer to the question in Exercise 1. Use the essay checklist to help you. Write about 180 words.

1 Go over the checklist with the class and deal with any questions.

2 Students can complete the writing in class or at home. Remind them to use the checklist while writing and when they finish writing.

3 Give feedback on their work when they have completed it, using the criteria in the checklist.

Students' own answers.

Lesson 5

SB pages 58 – 60

5 Lesson 5

Before you read

- What did Goneril do that made her father angry?



Act II, Scene iii

[In the countryside.]

KING LEAR: Regan, I will not stay with your sister Goneril. Please, give me clothes, food and a bed. Remember, I am old.

REGAN: Please, Father! Go back and stay with my sister.

KING LEAR: Never, Regan! She's told half of my soldiers to leave! She has been cruel and rude to me! I want rain to always fall on her head!

REGAN: You'll want the same to happen to me soon.

KING LEAR: No, Regan, I'll never say bad things about you. Goneril's eyes are cruel, but yours are kind. You would never **turn your back on me**. And you'd not **lock me out** of your house. You understand how a daughter should help her father. You haven't forgotten that I've given you half of my kingdom.

REGAN: Father, why are you unhappy?

CORNWALL: Listen! Who's coming?

REGAN: It's my sister. She said in her letter that she would come soon.

[Goneril enters with Oswald.]

KING LEAR: Who put my servant in the stocks? Regan, I hope that you didn't know about this.

[To Goneril.] You shouldn't want to look at me. Oh Regan, why are you holding her hand?

GONERIL: Why shouldn't she hold my hand, Father? What have I done wrong?

KING LEAR: Oh, how unhappy you've made me. You're too cruel! Why won't you **apologise** to me? And why is my servant in the stocks?

CORNWALL: I put him there, sir, because he didn't behave well.

KING LEAR: You? Was it you?

REGAN: Please, Father, you're ill today. Stay with my sister until the end of the month. Then, if you ask half of your soldiers to leave, you can come and stay with me.

KING LEAR: Stay with her, and ask my soldiers to leave? No, I would rather sleep outside under the stars.

[To himself.] Return with Goneril? I would prefer to stand in front of the King of France and ask him for food. Go back with her? I would prefer to be the servant of this terrible man. *[Points at Oswald.]*

GONERIL: It's your choice, Father.

KING LEAR: Please, daughter, don't make me mad. I won't **set eyes on you** again, my child; goodbye. We won't meet any more. But you will soon feel bad about what you've done. I'll be patient for now, and I'll stay with Regan with my hundred soldiers.

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Lesson 5 5

REGAN: That is not possible. My home isn't ready for you. Listen to my sister. Are fifty soldiers not enough for you?

GONERIL: My servants could help you.

REGAN: Yes, why not, Father? We have enough servants. When you come to me (for now I see the danger of so many men), I ask you to bring just twenty-five soldiers. I won't have rooms for any more.

KING LEAR: But Regan, I gave you everything …

REGAN: And you gave it to me at the right time!

KING LEAR: I gave you enough to live well for all time! I asked for just one thing – to keep a hundred soldiers. Are you really asking me to come with just twenty-five, Regan?

REGAN: Don't talk to me any more about this.

KING LEAR: *[To Goneril.]* Then I'll go back with you. Your fifty soldiers is **double** her twenty-five, so you must love me twice as much as she does.

GONERIL: Listen, Father. You do not need twenty-five, ten or even five soldiers in a house where we have fifty servants to look after you.

REGAN: Why do you even need one soldier?

KING LEAR: Why do I need them? Even the poorest beggars have things that they don't need. If you only give people what they need to live, then they are little more than animals. You are a lady. If you just want to stay warm, you don't need those beautiful clothes you're wearing. They don't keep you warm at all. But, if you ask me what I really need, I need **patience**! Oh, give me patience, or I will **go mad**!

[King Lear exits with Gloucester and the Fool. There is a huge storm.]

CORNWALL: We should go inside; there's a big storm coming.

REGAN: This house is small; there isn't **room** for Lear and his soldiers.

GONERIL: Where is the Duke of Gloucester?

CORNWALL: He followed Lear.

[Gloucester enters.]

Here he is.

GLOUCESTER: The King is very angry. He has called for his horse.

CORNWALL: Let him go. He won't listen to anyone.

GONERIL: Yes, don't try to stop him.

GLOUCESTER: But it is nearly night and strong winds are blowing. There is nowhere to **shelter** for many kilometres.

REGAN: That will teach him a lesson. Lock the doors. He has his soldiers with him, and who knows what they'll persuade him to do.

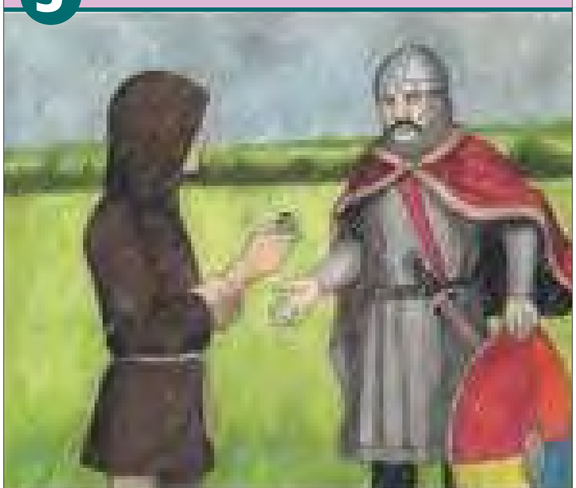
CORNWALL: Regan is right. Lock the doors, it's a wet night. Come in out of the storm.

[They exit.]



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5 Lesson 5



Act III, Scene i

[In a field in the countryside. The storm continues. Kent enters with a soldier.]

KENT: Who's there, in this terrible weather? Where's the King?

SOLDIER: He's fighting with the wind and the rain. This terrible night would make a bear hide in a cave, but the King is running around outside without even a hat.

KENT: But who's with him?

SOLDIER: Only the Fool, who tries to make him happier with his **jokes**.

KENT: Sir, I trust you. I have got something to tell you. There's a **disagreement** between the Dukes of Albany and Cornwall. They both have servants who are really **spies** for the King of France. They have noticed that the Dukes are both against the King. Now the King of France has sent an army, and the French have spies at some of our ports. If you trust me, go quickly to Dover. There are people there who'll thank you when you tell them about the King's problems. I'm not the person who you think. I'm really an important man. If you see Cordelia, show her this ring, and she'll tell you who I am. Here's some money. Oh, this storm! I must go and find the King.

[They exit.]

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Before you start

1 Ask students to summarise what happened in the play in the previous unit. Elicit the names of the main characters and what they did.

Before you read

1 Elicit suggestions for the *Before you read* question.

Answer

Goneril was cruel and rude to her father and she told half of his soldiers to leave.

Reading

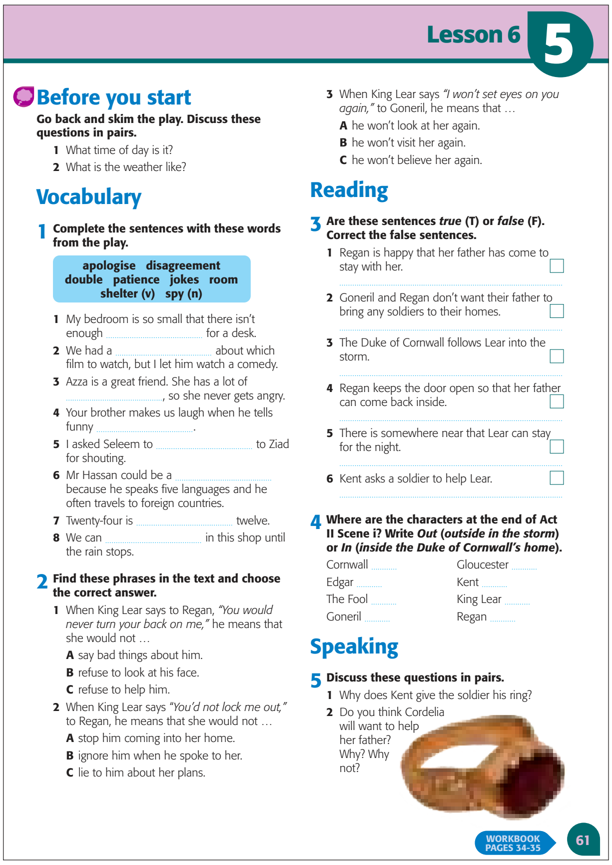
1 Allow students sufficient time to read Act II, scene iii and Act III, scene i. Monitor the class while they are reading and encourage them to use a dictionary to look up any words they don't know.

2 When they have finished reading, ask them to talk to a partner to answer the question about what happened next.

3 Discuss the answers as a class and check whether any of the initial suggestions were correct.

Lesson 6

SB page 61 WB pages 34–35


Lesson 6 5

Before you start

Go back and skim the play. Discuss these questions in pairs.

1 What time of day is it?
2 What is the weather like?

Vocabulary

1 Complete the sentences with these words from the play.

apologise disagreement double patience jokes room shelter (v) spy (n)

1 My bedroom is so small that there isn't enough .... for a desk.
2 We had a .... about which film to watch, but I let him watch a comedy.
3 Azza is a great friend. She has a lot of ...., so she never gets angry.
4 Your brother makes us laugh when he tells funny ....
5 I asked Seleem to .... to Ziad for shouting.
6 Mr Hassan could be a .... because he speaks five languages and he often travels to foreign countries.
7 Twenty-four is .... twelve.
8 We can .... in this shop until the rain stops.

2 Find these phrases in the text and choose the correct answer.

1 When King Lear says to Regan, *"You would never turn your back on me,"* he means that she would not …
A say bad things about him.
B refuse to look at his face.
C refuse to help him.

2 When King Lear says *"You'd not lock me out,"* to Regan, he means that she would not …
A stop him coming into her home.
B ignore him when he spoke to her.
C lie to him about her plans.

3 When King Lear says *"I won't set eyes on you again,"* to Goneril, he means that …
A he won't look at her again.
B he won't visit her again.
C he won't believe her again.

Reading

3 Are these sentences *true* (T) or *false* (F). Correct the false sentences.

1 Regan is happy that her father has come to stay with her. ☐
2 Goneril and Regan don't want their father to bring any soldiers to their homes. ☐
3 The Duke of Cornwall follows Lear into the storm. ☐
4 Regan keeps the door open so that her father can come back inside. ☐
5 There is somewhere near that Lear can stay for the night. ☐
6 Kent asks a soldier to help Lear. ☐

4 Where are the characters at the end of Act II Scene i? Write *Out* (*outside in the storm*) or *In* (*inside the Duke of Cornwall's home*).

Cornwall	Gloucester ......
Edgar	Kent ......
The Fool	King Lear ......
Goneril	Regan ......

Speaking

5 Discuss these questions in pairs.

1 Why does Kent give the soldier his ring?
2 Do you think Cordelia will want to help her father? Why? Why not?

WORKBOOK PAGES 34-35 61

Before you start

Go back and skim the play. Discuss these questions in pairs.

1 Put students in pairs to re-read the story and find the answers to the questions.

2 Check answers as a class.

Answers

1 It is nearly night.
2 There is a huge storm with strong winds and rain.

Vocabulary

1 Complete the sentences with these words from the play.

1 Ask students to complete the gaps before checking answers with a partner.

2 Elicit answers from around the class.

Answers

1 room
2 disagreement
3 patience
4 jokes
5 apologise
6 spy
7 double
8 shelter

2 Find these phrases in the text and choose the correct answer.

1 Read through the questions with the class, checking understanding.

2 Give students a few minutes to answer the questions.

3 Students compare their answers with a partner before class feedback.

Answers

1 C
2 A
3 A

Reading

3 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Read through the sentences with the class and explain any unknown words.

2 Give students time to answer the questions and correct the mistakes.

3 Check answers as a class.

Answers

1 False. Regan is not happy.
2 True
3 True
4 False. Regan locks the doors.
5 False. There is nowhere to shelter for many kilometres.
6 True.

4 Where are the characters at the end of Act II scene i? Write *Out (outside in the storm)* or *In (inside of the Duke of Cornwall's home)*.

1 Put students in pairs to complete the exercise by re-reading the text as necessary.

2 Check answers as a class.

Answers

Cornwall: In
Edgar: Out
The Fool: Out
Goneril: In
Gloucester: In
Kent: Out
King Lear: Out Regan: In

Speaking

5 Discuss these questions in pairs.

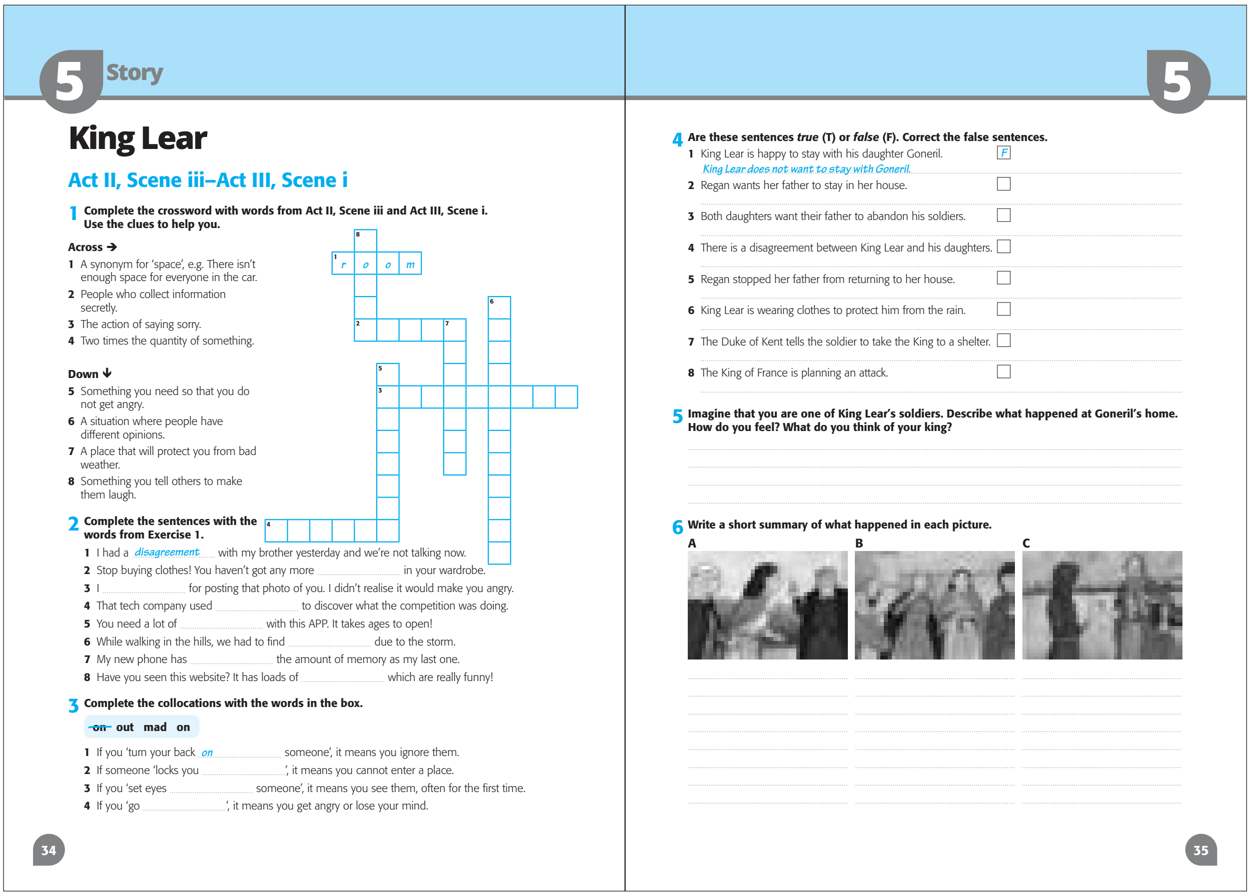
1 Put students in pairs to ask and answer the questions.

2 Initiate a brief class discussion by asking some pairs to report their ideas to the class.

Suggested answers

1 The ring is for Cordelia, so she will know who he is.
2 Cordelia will want to help her father, because she genuinely loves him.

WB pages 34-35



5 Story

King Lear

Act II, Scene iii–Act III, Scene i

1 Complete the crossword with words from Act II, Scene iii and Act III, Scene i. Use the clues to help you.

Across →

1 A synonym for 'space', e.g. There isn't enough space for everyone in the car. *room*
2 People who collect information secretly.
3 The action of saying sorry.
4 Two times the quantity of something.

Down ↓

5 Something you need so that you do not get angry.
6 A situation where people have different opinions.
7 A place that will protect you from bad weather.
8 Something you tell others to make them laugh.

2 Complete the sentences with the words from Exercise 1.

1 I had a *disagreement* with my brother yesterday and we're not talking now.
2 Stop buying clothes! You haven't got any more .... in your wardrobe.
3 I .... for posting that photo of you. I didn't realise it would make you angry.
4 That tech company used .... to discover what the competition was doing.
5 You need a lot of .... with this APP. It takes ages to open!
6 While walking in the hills, we had to find .... due to the storm.
7 My new phone has .... the amount of memory as my last one.
8 Have you seen this website? It has loads of .... which are really funny!

3 Complete the collocations with the words in the box.

~~on~~ out mad on

1 If you 'turn your back *on* someone', it means you ignore them.
2 If someone 'locks you ....', it means you cannot enter a place.
3 If you 'set eyes .... someone', it means you see them, often for the first time.
4 If you 'go ....', it means you get angry or lose your mind.

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5

4 Are these sentences *true* (T) or *false* (F). Correct the false sentences.

1 King Lear is happy to stay with his daughter Goneril. *F*
King Lear does not want to stay with Goneril.
2 Regan wants her father to stay in her house.
3 Both daughters want their father to abandon his soldiers.
4 There is a disagreement between King Lear and his daughters.
5 Regan stopped her father from returning to her house.
6 King Lear is wearing clothes to protect him from the rain.
7 The Duke of Kent tells the soldier to take the King to a shelter.
8 The King of France is planning an attack.

5 Imagine that you are one of King Lear's soldiers. Describe what happened at Goneril's home. How do you feel? What do you think of your king?

6 Write a short summary of what happened in each picture.

A B C

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1 Complete the crossword with words from Act II, Scene iii and Act III, Scene i. Use the clues to help you.

1 Let students complete the crossword in pairs.

2 Check answers as a class.

Answers

ACROSS:
2 spies
3 apologise
4 double
DOWN:
5 patience
6 disagreement
7 shelter
8 jokes

2 Complete the sentences with the words from Exercise 1.

1 Go over the example with the class to check understanding.

2 Tell students to complete the exercise alone before comparing answers with a partner.

3 Check answers as a class.

Answers

1 disagreement
2 room
3 apologise
4 spies
5 patience
6 shelter
7 double
8 jokes

3 Complete the collocations with the words in the box.

1 Elicit the meaning of *collocation* (words which often go together) and read through the example.

2 Encourage students to complete the task individually.

3 Check answers as a class.

Answers

1 on
2 out
3 on
4 mad

4 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Encourage students to read through all the sentences before doing the exercise. They can refer back to the story in the Student's Book if they don't remember all the details.

2 Check answers as a class.

Answers

1 False. King Lear does not want to stay with Goneril.
2 False. She wants him to stay with her sister.
3 True
4 True
5 True
6 False. He isn't wearing suitable clothing, not even a hat.
7 False. He tells him to go to Dover.
8 True

5 Imagine you are one of King Lear's soldiers. Describe what happened at Goneril's home. How do you feel? What do you think of your king?

1 Initiate a class discussion to set the scene. First, ask students to recall the situation and what happened. Then ask them to imagine how a soldier might feel about his king usually and what he might feel in that situation. Help with vocabulary as needed.

2 Allow students time to write a few sentences to express their ideas.

3 Ask one or two students to read their texts out to the class.

Students' own answers.

6 Write a short summary of what happened in each picture.

1 Encourage students to work in pairs to talk about the situations in the pictures before they start writing.

2 Encourage students to write individually.

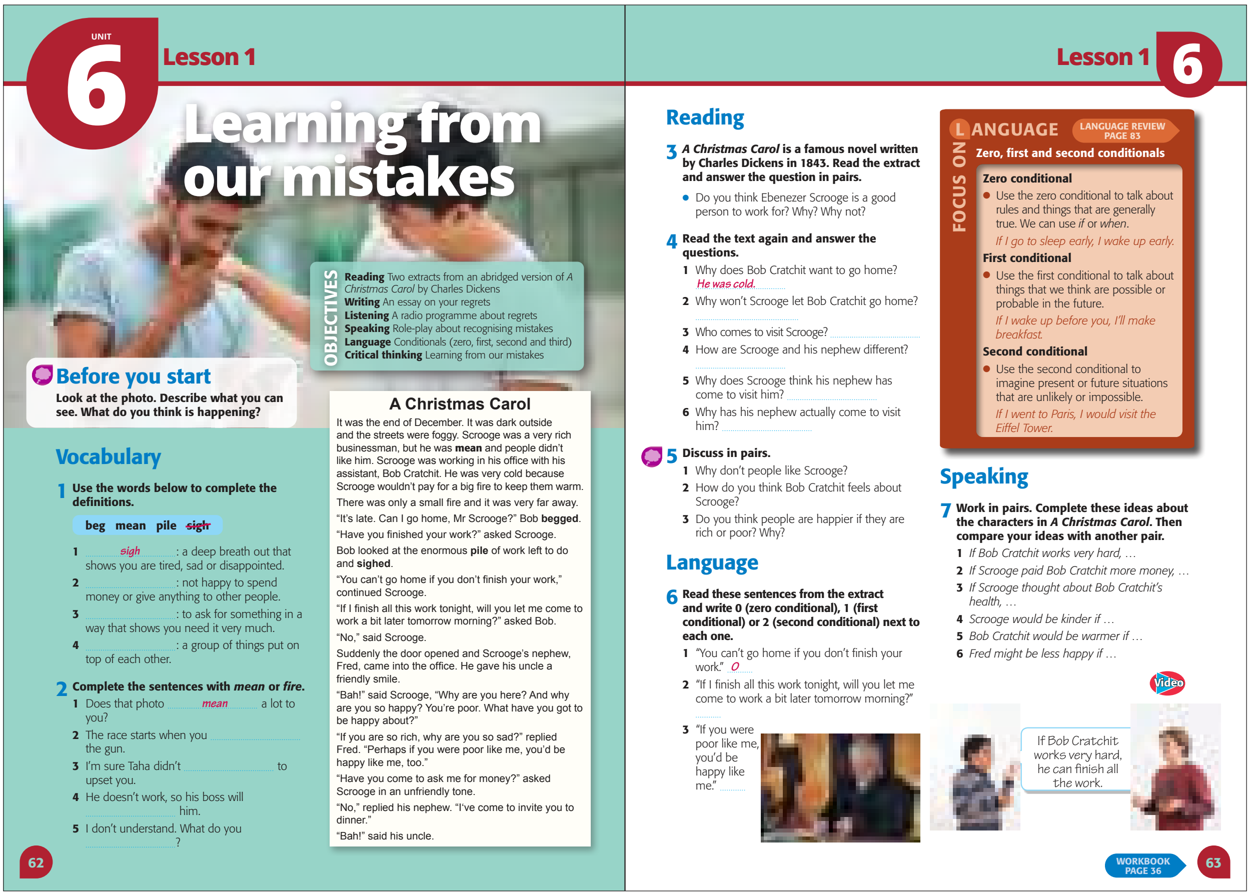
3 Check their work when they finish.

Students' own answers.

UNIT 6 Learning from our mistakes

Lesson 1

SB pages 62-63   WB page 36



UNIT 6 Lesson 1

Learning from our mistakes

OBJECTIVES
Reading Two extracts from an abridged version of *A Christmas Carol* by Charles Dickens
Writing An essay on your regrets
Listening A radio programme about regrets
Speaking Role-play about recognising mistakes
Language Conditionals (zero, first, second and third)
Critical thinking Learning from our mistakes

Before you start
Look at the photo. Describe what you can see. What do you think is happening?

Vocabulary

1 Use the words below to complete the definitions.

beg mean pile ~~sigh~~

1 ....sigh.... : a deep breath out that shows you are tired, sad or disappointed.
2 .... : not happy to spend money or give anything to other people.
3 .... : to ask for something in a way that shows you need it very much.
4 .... : a group of things put on top of each other.

2 Complete the sentences with *mean* or *fire*.

1 Does that photo ....mean.... a lot to you?
2 The race starts when you .... the gun.
3 I'm sure Taha didn't .... to upset you.
4 He doesn't work, so his boss will .... him.
5 I don't understand. What do you ....?

A Christmas Carol

It was the end of December. It was dark outside and the streets were foggy. Scrooge was a very rich businessman, but he was **mean** and people didn't like him. Scrooge was working in his office with his assistant, Bob Cratchit. He was very cold because Scrooge wouldn't pay for a big fire to keep them warm.

There was only a small fire and it was very far away.

"It's late. Can I go home, Mr Scrooge?" Bob **begged**.

"Have you finished your work?" asked Scrooge.

Bob looked at the enormous **pile** of work left to do and **sighed**.

"You can't go home if you don't finish your work," continued Scrooge.

"If I finish all this work tonight, will you let me come to work a bit later tomorrow morning?" asked Bob.

"No," said Scrooge.

Suddenly the door opened and Scrooge's nephew, Fred, came into the office. He gave his uncle a friendly smile.

"Bah!" said Scrooge, "Why are you here? And why are you so happy? You're poor. What have you got to be happy about?"

"If you are so rich, why are you so sad?" replied Fred. "Perhaps if you were poor like me, you'd be happy like me, too."

"Have you come to ask me for money?" asked Scrooge in an unfriendly tone.

"No," replied his nephew. "I've come to invite you to dinner."

"Bah!" said his uncle.

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Lesson 1 6

Reading

3 *A Christmas Carol* is a famous novel written by Charles Dickens in 1843. Read the extract and answer the question in pairs.

- Do you think Ebenezer Scrooge is a good person to work for? Why? Why not?

4 Read the text again and answer the questions.

1 Why does Bob Cratchit want to go home? He was cold.
2 Why won't Scrooge let Bob Cratchit go home? ....
3 Who comes to visit Scrooge? ....
4 How are Scrooge and his nephew different? ....
5 Why does Scrooge think his nephew has come to visit him? ....
6 Why has his nephew actually come to visit him? ....

5 Discuss in pairs.

1 Why don't people like Scrooge?
2 How do you think Bob Cratchit feels about Scrooge?
3 Do you think people are happier if they are rich or poor? Why?

Language

6 Read these sentences from the extract and write 0 (zero conditional), 1 (first conditional) or 2 (second conditional) next to each one.

1 "You can't go home if you don't finish your work." ....0....
2 "If I finish all this work tonight, will you let me come to work a bit later tomorrow morning?" ....
3 "If you were poor like me, you'd be happy like me." ....

FOCUS ON LANGUAGE — LANGUAGE REVIEW PAGE 83

Zero, first and second conditionals

Zero conditional
- Use the zero conditional to talk about rules and things that are generally true. We can use *if* or *when*.
If I go to sleep early, I wake up early.

First conditional
- Use the first conditional to talk about things that we think are possible or probable in the future.
If I wake up before you, I'll make breakfast.

Second conditional
- Use the second conditional to imagine present or future situations that are unlikely or impossible.
If I went to Paris, I would visit the Eiffel Tower.

Speaking

7 Work in pairs. Complete these ideas about the characters in *A Christmas Carol*. Then compare your ideas with another pair.

1 *If Bob Cratchit works very hard, …*
2 *If Scrooge paid Bob Cratchit more money, …*
3 *If Scrooge thought about Bob Cratchit's health, …*
4 *Scrooge would be kinder if …*
5 *Bob Cratchit would be warmer if …*
6 *Fred might be less happy if …*

Video

If Bob Cratchit works very hard, he can finish all the work.

WORKBOOK PAGE 36

63

OBJECTIVES

Reading: Two extracts from an abridged version of *A Christmas Carol* by Charles Dickens

Writing: An essay on your regrets

Listening: A radio programme about regrets

Speaking: Role-play about recognising mistakes

Language: Conditionals (zero, first, second and third)

Critical thinking: Learning from our mistakes

Before you start

Look at the photo. Describe what you can see. What do you think is happening?

1 Draw attention to the title of the unit and the photo and hold a brief brainstorm with the class to elicit answers to the question.

2 Help with vocabulary as required. Accept all reasonable suggestions.

Students' own answers.

Vocabulary

1 Use the words below to complete the definitions.

1 Put students in pairs to complete the exercise and allow them to use a dictionary if necessary.
2 Check answers as a class.

Answers

1 sigh 2 mean 3 beg 4 pile

2 Complete the sentences with *mean* or *fire*.

1 Ask students to read the instruction and tell them that they are going to fill the gaps with *mean* or *fire*.
2 Explain that the word *mean* has different meanings as well as the word *fire*.
3 Go over the example answer with the class and check understanding.
4 Put students in pairs to complete the exercise.
5 Check answers as a class.

Answers

1 mean 2 fire 3 mean 4 fire 5 mean

Reading

3 A Christmas Carol is a famous novel written by Charles Dickens in 1843. Read the extract and answer the question in pairs.

1 Elicit or provide some background information about Charles Dickens (1812-1870): Charles Dickens was an English novelist who is often considered the greatest writer of the Victorian era. His other works include *David Copperfield*, *Bleak House* and *A Tale of Two Cities*. He used his stories and characters to criticise the economic, social and moral values of the time and fought for the rights of the disadvantaged and vulnerable.
2 Allow students sufficient time to read the extract in order to answer the question.
3 Discuss answers as a class.

Suggested answers

He's not a good person to work for because he is unkind and mean.

4 Read the text again and answer the questions.

1 Read through the questions with the class checking understanding and allow them to complete any answers they remember from the first reading.
2 Ask students to find the example answer in the text before allowing them time to re-read the text to find and check answers.
3 Ask students to compare their answers with a partner before class feedback.

Answers

1 He was cold.
2 He hasn't finished all his work.
3 His nephew
4 Scrooge is rich and his nephew is poor; Scrooge is sad and nasty and his nephew is friendly and happy.
5 To ask for money.
6 To invite Scrooge to dinner.

5 Discuss in pairs.

1 Put students into pairs to ask and answer the questions.
2 Hold a brief class discussion to allow students to express themselves and compare answers.

Students' own answers.

Language

6 Read these sentences from the extract and write 0 (zero conditional), 1 (first conditional) or 2 (second conditional) next to each one.

1 Direct students' attention to the *Focus on Language* box and allow them time to study the information. Deal with any questions and refer students to the *Language Review* on page 83 if necessary.
2 Go over the example with the class eliciting that it is a zero conditional form because it

describes a fact and uses the present simple tense in both clauses.

3 Give students a few minutes to complete the exercise before checking answers as a class.

Answers

1 0 (Zero conditional)
2 First conditional (question)
3 Second conditional

Speaking

7 Work in pairs. Complete these ideas about the characters in *A Christmas Carol*. Then compare your ideas with another pair.

1 Draw attention to the example answer in the speech bubble. Refer students the video provided.

2 Point out that students need to complete the sentences using the correct conditional form together with their own ideas about how each character from the book would behave.

3 Allow pairs a few minutes to complete the sentences, offering help with vocabulary and allowing them to use dictionaries as required before putting the pairs together to compare their answers. Ask students to say whether they agree or disagree with the other pair's ideas.

4 Conclude the activity by asking some groups to tell the class their ideas.

Students' own answers.

Video script

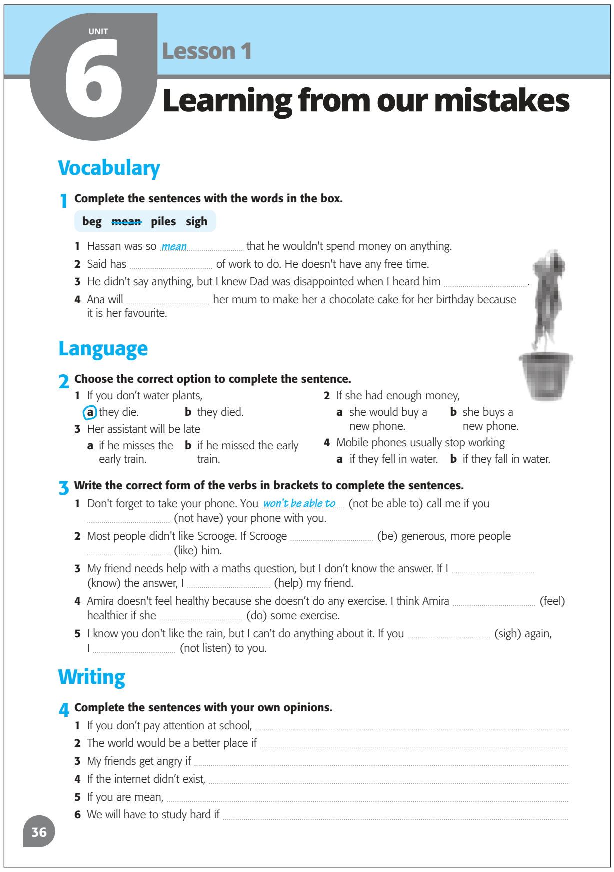
Charles Dickens was born in England in 1812. He wrote fifteen novels including Great Expectations, Oliver Twist, David Copperfield, and Hard Times. *His most popular novel is probably* A Christmas Carol, *which was published in 1843.*

In A Christmas Carol, *Dickens wrote about some of the problems in Britain at that time. Many people were very poor and Dickens thought that rich people should be kinder and help the poor people who worked for them.*

The main character is Ebenezer Scrooge. At the beginning of the story, he is mean and he won't help anyone, including his employee, Bob Cratchit, who is very poor with a large family and a sick child.

However, by the end of the story Scrooge has changed and he sees life in a completely different way. We are told that Scrooge: Became as good a friend, as good an employer and as good a man as the good old city of London had ever seen.

WB page 36



UNIT 6

Lesson 1

Learning from our mistakes

Vocabulary

1 Complete the sentences with the words in the box.

beg ~~mean~~ piles sigh

1 Hassan was so *mean* .... that he wouldn't spend money on anything.
2 Said has .... of work to do. He doesn't have any free time.
3 He didn't say anything, but I knew Dad was disappointed when I heard him ....
4 Ana will .... her mum to make her a chocolate cake for her birthday because it is her favourite.

Language

2 Choose the correct option to complete the sentence.

1 If you don't water plants,
(a) they die. b they died.
2 If she had enough money,
a she would buy a new phone. b she buys a new phone.
3 Her assistant will be late
a if he misses the early train. b if he missed the early train.
4 Mobile phones usually stop working
a if they fell in water. b if they fall in water.

3 Write the correct form of the verbs in brackets to complete the sentences.

1 Don't forget to take your phone. You *won't be able to* (not be able to) call me if you .... (not have) your phone with you.
2 Most people didn't like Scrooge. If Scrooge .... (be) generous, more people .... (like) him.
3 My friend needs help with a maths question, but I don't know the answer. If I .... (know) the answer, I .... (help) my friend.
4 Amira doesn't feel healthy because she doesn't do any exercise. I think Amira .... (feel) healthier if she .... (do) some exercise.
5 I know you don't like the rain, but I can't do anything about it. If you .... (sigh) again, I .... (not listen) to you.

Writing

4 Complete the sentences with your own opinions.

1 If you don't pay attention at school, ...
2 The world would be a better place if ....
3 My friends get angry if ....
4 If the internet didn't exist, ...
5 If you are mean, ...
6 We will have to study hard if ....

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Vocabulary

1 Complete the sentences with the words in the box.

1 Read the example and check understanding.

2 Encourage students to complete the task individually and compare answers in pairs.

3 Check answers as a class.

Answers

1 mean	2 piles	3 sigh	4 beg

Language

2 Choose the correct option to complete the sentence.

1 Go through the example with the class

before allowing time to complete the exercise individually or in pairs.

2 Check answers as a class.

Answers

1 a   2 a   3 a   4 b

3 Write the correct form of the verbs in brackets to complete the sentences.

1 Read the example with the class, reminding them to use conditional forms in these sentences and pointing out that won't = will not.

2 Have students complete the sentences on their own before comparing answers with a partner.

3 Check answers as a class.

Answers

1 will not/won't be able to; do not/don't have
2 were; would like
3 knew; would help
4 would feel; did
5 sigh; will not/won't listen

Writing

4 Complete the sentences with your own opinions.

1 Elicit some possible answers for the first sentence to check understanding.

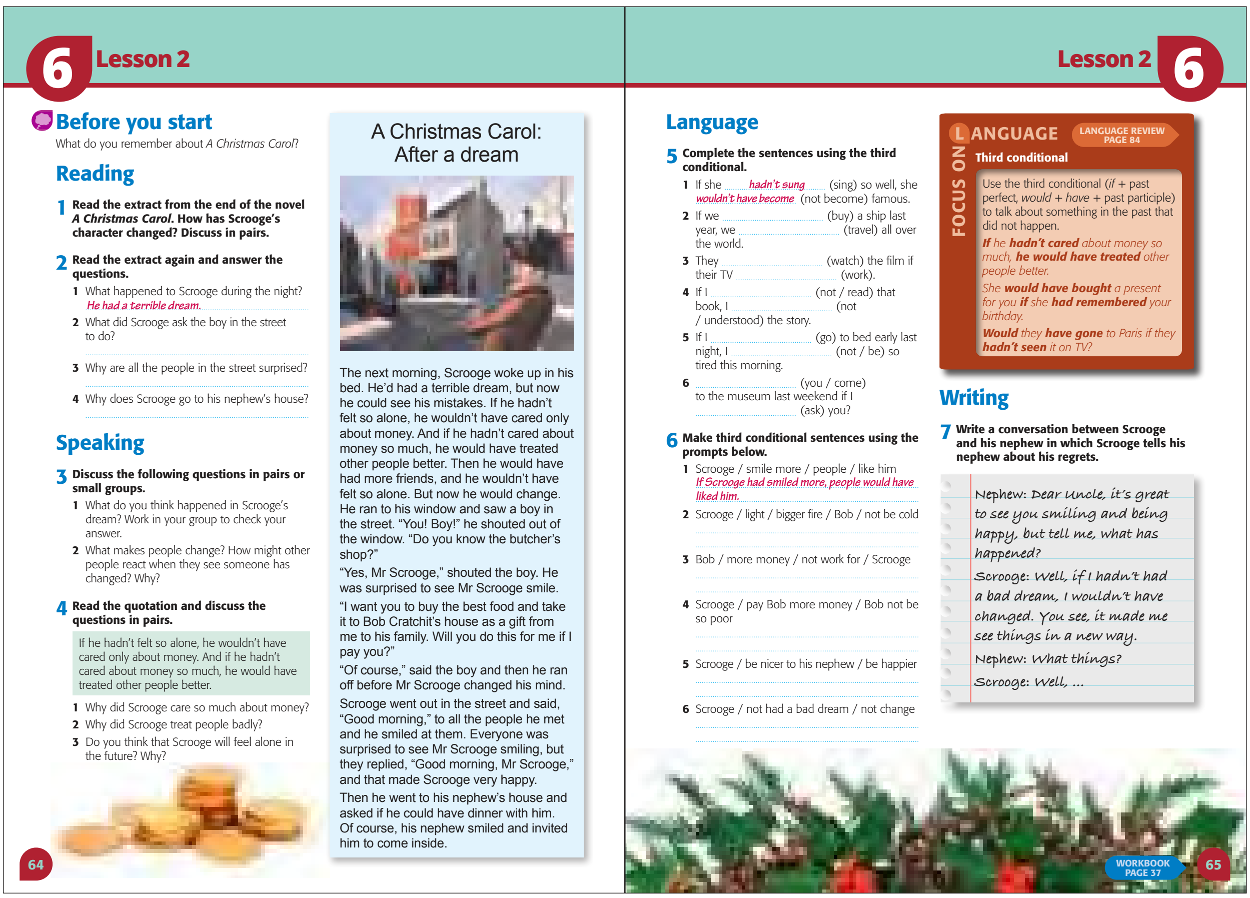
2 Motivate students to do the task individually and then read their sentences to a partner.

3 Check answers by asking different students to read their sentences aloud.

Students' own answers.

Lesson 2

SB pages 64–65 WB page 37



6 Lesson 2

Before you start

What do you remember about *A Christmas Carol*?

Reading

1 Read the extract from the end of the novel *A Christmas Carol*. How has Scrooge's character changed? Discuss in pairs.

2 Read the extract again and answer the questions.
1 What happened to Scrooge during the night? *He had a terrible dream.*
2 What did Scrooge ask the boy in the street to do?
3 Why are all the people in the street surprised?
4 Why does Scrooge go to his nephew's house?

Speaking

3 Discuss the following questions in pairs or small groups.
1 What do you think happened in Scrooge's dream? Work in your group to check your answer.
2 What makes people change? How might other people react when they see someone has changed? Why?

4 Read the quotation and discuss the questions in pairs.

If he hadn't felt so alone, he wouldn't have cared only about money. And if he hadn't cared about money so much, he would have treated other people better.

1 Why did Scrooge care so much about money?
2 Why did Scrooge treat people badly?
3 Do you think that Scrooge will feel alone in the future? Why?

A Christmas Carol: After a dream

The next morning, Scrooge woke up in his bed. He'd had a terrible dream, but now he could see his mistakes. If he hadn't felt so alone, he wouldn't have cared only about money. And if he hadn't cared about money so much, he would have treated other people better. Then he would have had more friends, and he wouldn't have felt so alone. But now he would change. He ran to his window and saw a boy in the street. "You! Boy!" he shouted out of the window. "Do you know the butcher's shop?"

"Yes, Mr Scrooge," shouted the boy. He was surprised to see Mr Scrooge smile.

"I want you to buy the best food and take it to Bob Cratchit's house as a gift from me to his family. Will you do this for me if I pay you?"

"Of course," said the boy and then he ran off before Mr Scrooge changed his mind.

Scrooge went out in the street and said, "Good morning," to all the people he met and he smiled at them. Everyone was surprised to see Mr Scrooge smiling, but they replied, "Good morning, Mr Scrooge," and that made Scrooge very happy.

Then he went to his nephew's house and asked if he could have dinner with him. Of course, his nephew smiled and invited him to come inside.

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Lesson 2 6

Language

5 Complete the sentences using the third conditional.
1 If she *hadn't sung* (sing) so well, she *wouldn't have become* (not become) famous.
2 If we .... (buy) a ship last year, we .... (travel) all over the world.
3 They .... (watch) the film if their TV .... (work).
4 If I .... (not / read) that book, I .... (not / understood) the story.
5 If I .... (go) to bed early last night, I .... (not / be) so tired this morning.
6 .... (you / come) to the museum last weekend if I .... (ask) you?

6 Make third conditional sentences using the prompts below.
1 Scrooge / smile more / people / like him *If Scrooge had smiled more, people would have liked him.*
2 Scrooge / light / bigger fire / Bob / not be cold
3 Bob / more money / not work for / Scrooge
4 Scrooge / pay Bob more money / Bob not be so poor
5 Scrooge / be nicer to his nephew / be happier
6 Scrooge / not had a bad dream / not change

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 84

Third conditional

Use the third conditional (*if* + past perfect, *would* + *have* + past participle) to talk about something in the past that did not happen.

If he hadn't cared about money so much, he would have treated other people better.

She would have bought a present for you if she had remembered your birthday.

Would they have gone to Paris if they hadn't seen it on TV?

Writing

7 Write a conversation between Scrooge and his nephew in which Scrooge tells his nephew about his regrets.

Nephew: Dear Uncle, it's great to see you smiling and being happy, but tell me, what has happened?

Scrooge: Well, if I hadn't had a bad dream, I wouldn't have changed. You see, it made me see things in a new way.

Nephew: What things?

Scrooge: Well, ...

WORKBOOK PAGE 37

65

Before you start

Elicit as much information as possible from around the class to summarise the first extract of *A Christmas Carol*. Focus on the characters in the story.

Reading

1 Read the extract from the end of the novel *A Christmas Carol*. How has Scrooge's character changed? Discuss in pairs.

1 Draw attention to the photo at the bottom of page 65 and elicit suggestions about how the leaves shown relate to this lesson (the photo shows holly leaves and berries which are traditionally used to decorate houses at Christmas time in the UK and the story is *A Christmas Carol*.)

2 Allow students a few minutes to skim read the text to find the answer to the question.

3 Students discuss their answers in pairs before class feedback.

Suggested answer

Scrooge is happy and is not unkind.

2 Read the extract again and answer the questions.

1 Read through the questions with the class to check understanding and then ask them to scan the text to find the answers.

2 Encourage students to compare their answers with a partner before class feedback.

Answers

1 He had a terrible dream.
2 He asked the boy to buy the best food from the butcher's shop and take it to Bob Cratchit's house as a gift.
3 They're surprised because Scrooge says 'Good morning' and he is not usually friendly and happy.
4 He wants to have dinner with his nephew.

Speaking

3 Discuss the following questions in pairs or small groups.

1 Put students into pairs or small groups to ask and answer the questions.

2 Elicit some suggested answers from around the class.

Students' own answers.

4 Read the quotation and discuss the questions in pairs.

1 Refer students to the *Focus on Language* box on page 65 and allow them time to study the form and use of the third conditional. Refer them to the Language Review on page 84 for more information. Provide students with guidance and support when needed all through the exercise.

2 Go over the quotation with the class to check understanding before putting students in pairs to answer the questions.

3 Hold a brief class discussion to compare answers.

Students' own answers.

Language

5 Complete the sentences using the third conditional.

1 Go over the example sentence with the class to check understanding and refer again to the *Focus on Language* box if necessary.

2 Ask students to complete the sentences individually before checking their answers with a partner.

3 Check the answers as a class.

Answers

1 I hadn't sung; wouldn't have become
2 had bought; would have travelled
3 would have watched; had worked
4 hadn't read; wouldn't have understood
5 had gone; wouldn't have been
6 Would you have come; had asked

6 Make third conditional sentences using the prompts below.

1 Go over the example sentence to check understanding before putting students in pairs to complete the exercise. Provide students with guidance and support when needed.

2 Check answers as a class.

Answers

1 If scrooge had smiled more, people would have liked him.
2 If Scrooge had lit a bigger fire, Bob would not/ wouldn't have been cold.
3 If Bob had had more money, he would not/ wouldn't have worked for Scrooge.
4 If Scrooge had paid Bob more money, Bob would not/wouldn't have been so poor.
5 If Scrooge had been nicer to his nephew, he would have been happier.
6 If Scrooge had not had a bad dream, he would not/wouldn't have changed.

Writing

7 Write a conversation between Scrooge and his nephew in which Scrooge tells his nephew about his regrets.

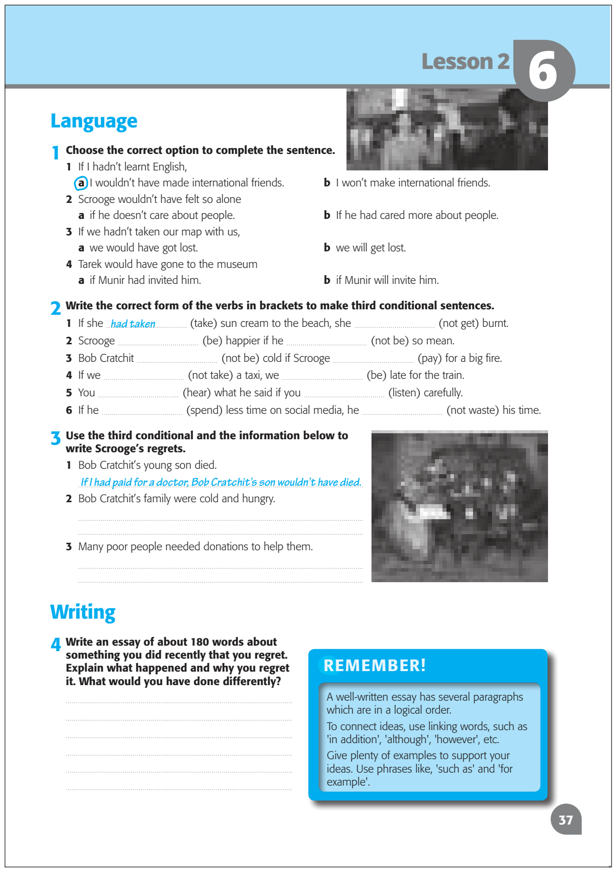
1 Read through the start of the conversation with the class and brainstorm some ideas for the type of regrets Scrooge may have. Help with vocabulary and write any useful words on the board.

2 Allow students time to complete the conversation individually before comparing their work with a partner.

3 Check answers by asking some students to read out their conversations.

Students' own answers.

WB page 37


Lesson 2 6

Language

1 Choose the correct option to complete the sentence.
1 If I hadn't learnt English,
(a) I wouldn't have made international friends. b I won't make international friends.
2 Scrooge wouldn't have felt so alone
a if he doesn't care about people. b If he had cared more about people.
3 If we hadn't taken our map with us,
a we would have got lost. b we will get lost.
4 Tarek would have gone to the museum
a if Munir had invited him. b if Munir will invite him.

2 Write the correct form of the verbs in brackets to make third conditional sentences.
1 If she *had taken* (take) sun cream to the beach, she .... (not get) burnt.
2 Scrooge .... (be) happier if he .... (not be) so mean.
3 Bob Cratchit .... (not be) cold if Scrooge .... (pay) for a big fire.
4 If we .... (not take) a taxi, we .... (be) late for the train.
5 You .... (hear) what he said if you .... (listen) carefully.
6 If he .... (spend) less time on social media, he .... (not waste) his time.

3 Use the third conditional and the information below to write Scrooge's regrets.
1 Bob Cratchit's young son died.
If I had paid for a doctor, Bob Cratchit's son wouldn't have died.
2 Bob Cratchit's family were cold and hungry.
3 Many poor people needed donations to help them.

Writing

4 Write an essay of about 180 words about something you did recently that you regret. Explain what happened and why you regret it. What would you have done differently?

REMEMBER!
A well-written essay has several paragraphs which are in a logical order.
To connect ideas, use linking words, such as 'in addition', 'although', 'however', etc.
Give plenty of examples to support your ideas. Use phrases like, 'such as' and 'for example'.

37

Language

1 Choose the correct option to complete the sentence.

1 Go over the example sentence, reminding students of the third conditional form.

2 Have students complete the task individually before comparing answers in pairs.

3 Check answers as a class.

Answers

1 a 2 b 3 a 4 a

2 Write the correct form of the verbs in brackets to make third conditional sentences.

1 Elicit the answer for the second gap in the example sentence to check understanding.

2 Have students complete the task individually.

3 Check answers as a class.

Answers

1 had taken; would not/wouldn't have got
2 would have been; had not/hadn't been
3 would not/wouldn't have been; had paid
4 had not/hadn't taken; would have been
5 would have heard; had listened
6 had spent; would not/wouldn't have wasted

3 Use the third conditional and the information below to write Scrooge's regrets.

1 Go over the example with the class eliciting or pointing out that the two clauses can be inverted with no change in meaning.

2 Students complete the exercise individually before comparing answers with a partner.

3 Provide students with guidance and help when needed. Elicit some answers from around the class.

Suggested answers

1 If I had paid for a doctor, Bob Cratchit's son wouldn't have died.
2 If I had increased Bob's salary, his family would not/wouldn't have been cold and hungry.
3 If I had donated money to charity, there would have been fewer poor people.

Writing

4 Write an essay of about 180 words about something that you did recently that you regret. Explain what happened and why you regret it. What would you have done differently?

1 Allow students some time to discuss ideas with a partner and help with vocabulary as needed. Draw students' attention to the *Remember* box! or how to improve their essay. Guide them to discuss in pairs how it is important to think the ideas in an email, and how it is important to support their ideas with examples (to grasp a reader's attention and to be convincing).

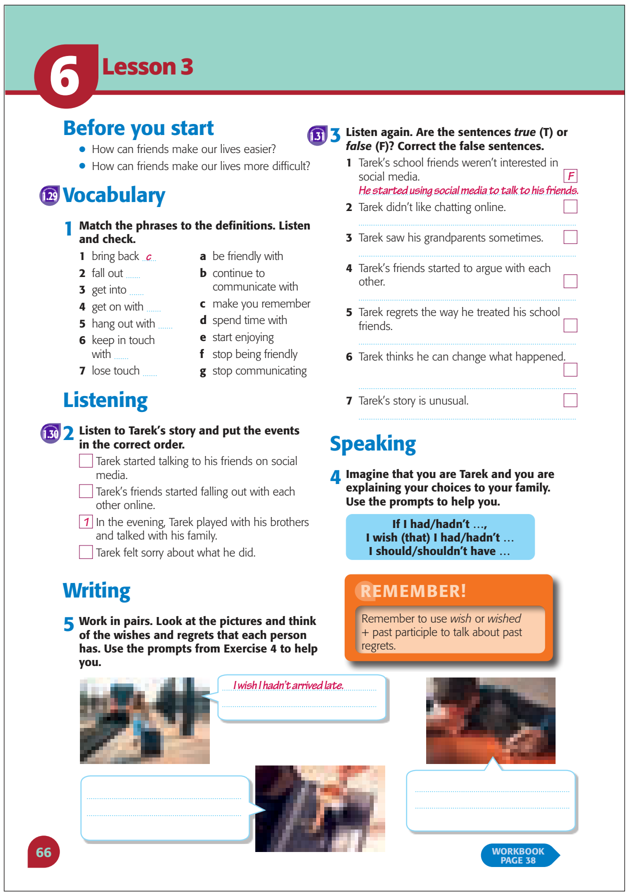
2 Ask students to write their essays individually.

3 Ask students to exchange essays for peer feedback.

Students' own answers.

Lesson 3

SB page 66 WB page 38


6 Lesson 3

Before you start
- How can friends make our lives easier?
- How can friends make our lives more difficult?

1.29 Vocabulary

1 Match the phrases to the definitions. Listen and check.

1 bring back c
2 fall out
3 get into
4 get on with
5 hang out with
6 keep in touch with
7 lose touch

a be friendly with
b continue to communicate with
c make you remember
d spend time with
e start enjoying
f stop being friendly
g stop communicating

Listening

1.30 2 Listen to Tarek's story and put the events in the correct order.
Tarek started talking to his friends on social media.
Tarek's friends started falling out with each other online.
1 In the evening, Tarek played with his brothers and talked with his family.
Tarek felt sorry about what he did.

1.31 3 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.
1 Tarek's school friends weren't interested in social media. F
He started using social media to talk to his friends.
2 Tarek didn't like chatting online.
3 Tarek saw his grandparents sometimes.
4 Tarek's friends started to argue with each other.
5 Tarek regrets the way he treated his school friends.
6 Tarek thinks he can change what happened.
7 Tarek's story is unusual.

Speaking

4 Imagine that you are Tarek and you are explaining your choices to your family. Use the prompts to help you.
If I had/hadn't …,
I wish (that) I had/hadn't …
I should/shouldn't have …

REMEMBER!
Remember to use *wish* or *wished* + past participle to talk about past regrets.

Writing

5 Work in pairs. Look at the pictures and think of the wishes and regrets that each person has. Use the prompts from Exercise 4 to help you.

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WORKBOOK PAGE 38

Before you start

1 Introduce the topic by writing the word *friends* on the board and ask students to and brainstorm words and adjectives they associate with them. Provide students with guidance by adding some random adjectives on the board to help them think more deeply.

2 Elicit answers from the two questions from around the class.

Students' own answers.

Vocabulary

1 Match the phrases to the definitions. Listen and check

1 Encourage students to read the phrases and the definitions. Begin the recording, pausing at the example answer to check understanding.

2 In pairs, ask students to match the phrases to their definitions before they listen to the recording.

3 Play the recording and check answers with the class. Check understanding by asking students to use the phrases in a sentence of their own.

Answers

1 c 2 f 3 e 4 a 5 d 6 b 7 g

Audioscript

1 bring back	*c make you remember*
2 fall out	*f stop being friendly*
3 get into	*e start enjoying*
4 get on with	*a be friendly with*
5 hang out with	*d spend time with*
6 keep in touch with	*b continue to communicate with*
7 lose touch	*g stop communicating*

Listening

2 Listen to Tarek's story and put the events in the correct order.

1 Read through the events listed with the class to check understanding.

2 Play the recording and ask the students to listen carefully to be able to order the events.

3 Check answers as a class.

Answers

2, 3, 1, 4

Audioscript

Presenter: *In today's show, we're going back in time and looking at some of our regrets. Now I've got a message from Tarek. And Tarek has a story that, I think, will bring back memories for many of us. This is what he says …*

I used to talk to my family and play with my brothers after school. I also used to phone my grandparents and my cousins. But then I got into using social media more.

I started using social media to talk to my friends after school too. We all liked the same things. It was fun and we all got on with each other. Sometimes I'd hang out with them online for hours chatting.

I guess I lost touch with my cousins and my grandparents a bit. I still saw them sometimes, of course, but I didn't call them. I didn't tell my grandparents about my day at school.

But when my friends started falling out with each other online, I stopped chatting with them, too. Now, I'm sorry. I shouldn't have ignored my family. I wish I'd kept in touch with my cousins more. I should have called my grandparents, and I wish I could change what happened.

Sadly, this kind of thing seems to happen so often these days. I guess, when we're getting into something new, we can forget to take an interest in the people who really care about us. Thank you for sharing your story with us, Tarek.

3 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Ask students to read the sentences and guess any answers they think they remember.

2 Play the recording again for students to listen and check their answers and correct the false sentences.

3 Encourage students to check their answers with a partner before class feedback.

Answers

1 False. He started using social media to talk to his friends.
2 False. He liked chatting online for hours.
3 True 4 True
5 False. He regrets the way he treated his family.
6 False. He wishes he could change what happened.
7 False. This kind of thing happens very often.

Speaking

4 Imagine that you are Tarek and you are explaining your choices to your family. Use the prompts to help you.

1 Go over the situation with the class and

explain that they have to take the part of Tarek. Point out that the language in the box is used to express regrets and things we are sorry about or would like to change about the past. The first prompt is the start of a third conditional sentence. Remind students of the grammatical structures they need to complete the prompts and elicit one or two example answers from the class to check understanding.

2 Put students into pairs to continue to make suggestions.

3 Elicit some suggestions from around the class to conclude the task.

Students' own answers.

Writing

5 Work in pairs. Look at the pictures and think of the wishes and regrets that each person has. Use the prompts from Exercise 4 to help you.

1 Draw students' attention to the *Remember!* Box and remind them that they should use the past participle after wish or wished to talk about the past. Go over the example answer to check understanding.

2 Draw attention to the three situations illustrated in the photos. Elicit some suggestions about what has happened in each case.

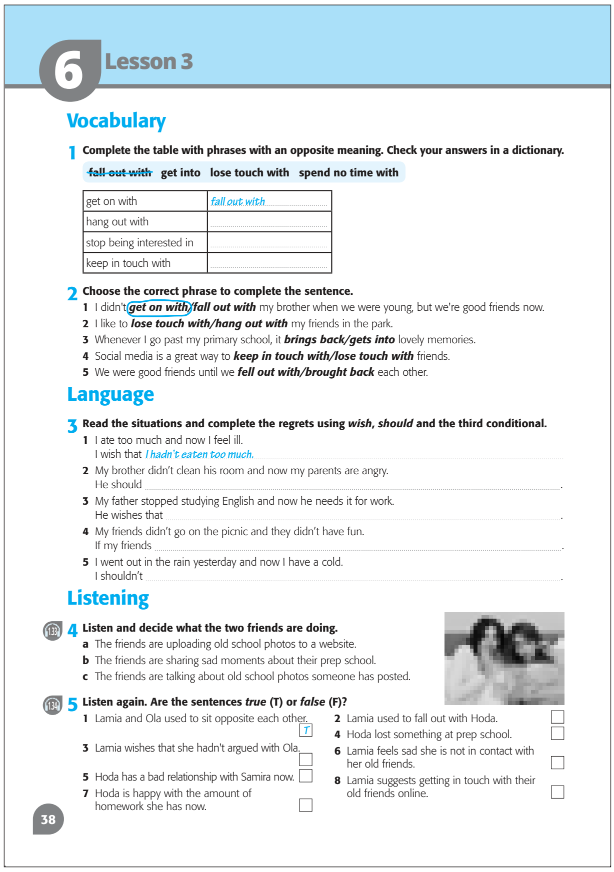
3 Tell students to imagine they are in the situation and to use the prompts in Exercise 4 to write two or three regrets for each situation.

4 Have students compare their answers with a partner before class feedback.

Suggested answers

If I had left home earlier, I would not have missed the train
I wish that I had got up earlier.
I should have checked the train times.
If I had been more careful, I wouldn't have spilt the coffee.
I wish I hadn't held the coffee cup near the keyboard.
I shouldn't have drunk coffee while I was using the computer.
I shouldn't have drunk coffee while I was using the computer.
If I hadn't dropped my phone, it would not have broken.
I wish I hadn't smashed my screen.
I should have been more careful with my phone.

WB page 38



6 Lesson 3

Vocabulary

1 Complete the table with phrases with an opposite meaning. Check your answers in a dictionary.

~~fall out with~~ get into lose touch with spend no time with

get on with	*fall out with*
hang out with	
stop being interested in	
keep in touch with	

2 Choose the correct phrase to complete the sentence.

1 I didn't ***get on with/fall out with*** my brother when we were young, but we're good friends now.
2 I like to ***lose touch with/hang out with*** my friends in the park.
3 Whenever I go past my primary school, it ***brings back/gets into*** lovely memories.
4 Social media is a great way to ***keep in touch with/lose touch with*** friends.
5 We were good friends until we ***fell out with/brought back*** each other.

Language

3 Read the situations and complete the regrets using *wish*, *should* and the third conditional.

1 I ate too much and now I feel ill.
I wish that *I hadn't eaten too much.*
2 My brother didn't clean his room and now my parents are angry.
He should ....
3 My father stopped studying English and now he needs it for work.
He wishes that ....
4 My friends didn't go on the picnic and they didn't have fun.
If my friends ....
5 I went out in the rain yesterday and now I have a cold.
I shouldn't ....

Listening

1.33 **4 Listen and decide what the two friends are doing.**
a The friends are uploading old school photos to a website.
b The friends are sharing sad moments about their prep school.
c The friends are talking about old school photos someone has posted.

1.34 **5 Listen again. Are the sentences *true* (T) or *false* (F)?**
1 Lamia and Ola used to sit opposite each other. *T*
2 Lamia used to fall out with Hoda.
3 Lamia wishes that she hadn't argued with Ola.
4 Hoda lost something at prep school.
5 Hoda has a bad relationship with Samira now.
6 Lamia feels sad she is not in contact with her old friends.
7 Hoda is happy with the amount of homework she has now.
8 Lamia suggests getting in touch with their old friends online.

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Vocabulary

1 Complete the table with phrases with an opposite meaning. Check your answers in a dictionary.

1 Check that students understand the task and recap the meaning of *get on with* and *fall out with*.

2 Allow students a minute or two to complete answers in pairs.

3 Check answers as a class.

Answers

fall out with	spend no time with
get into	lose touch with

2 Choose the correct phrase to complete the sentence.

1 Read through the example with the class and try to elicit the meaning of the other answer option.

2 Ask students to do the exercise in pairs before class feedback.

Answers

1 get on with
2 hang out with
3 brings back
4 keep in touch with
5 fell out with

Language

3 Read the situations and complete the regrets using *wish*, *should* and the third conditional.

1 Read through the example and point out the verb form which follows *I wish* in the past (past perfect). Tell students to pay attention to the forms they use which can be any of the three options.

2 Encourage students do the exercise individually before comparing answers with a partner.

3 Check answers as a class explaining that there can be more than one correct answer.

Suggested answers

1 I hadn't eaten too much.
2 He should have cleaned his room.
3 He wishes that he hadn't stopped studying English.
4 If my friends had gone on the picnic, they would have had fun.
5 I shouldn't have gone out in the rain yesterday.

Listening

4 Listen and decide what the two friends are doing.

1 Draw attention to the photo and then read through the three options with the class, checking understanding.

2 Ask students to listen to the recording and choose the correct answer.

Answers

c

Audioscript

Hoda: *Hey Lamia! Have you seen this from Ola? She's posted some old photos from when we were in prep school.*
Lamia: *Really? Let's see. But, I don't remember an Ola in our class.*
Hoda: *Yes, you do. She used to sit opposite you in class and you would always fall out when we played any game together because you both wanted to be the leaders.*
Lamia: *Ahhh, yes. I remember now. I shouldn't have argued with her so much because she was a kind person really.*
Hoda: *Look. Here she is in the photo.*
Lamia: *Ahh, wow!*
Hoda: *... and look at us! Oh no way! Just look at your hair!*
Lamia: *Oh, that's terrible! And what about your dress!*
Hoda: *Oh no! Not that dress! It brings back so many bad memories. That was the dress I was wearing when I lost my favourite necklace. I wish I hadn't taken it to school that day.*
Lamia: *But the necklace was very pretty and if you hadn't taken it to school, Samira wouldn't have spoken to you about it and you two wouldn't have got on so well!*
Hoda: *That's true I guess, and we are still very good friends now.*
Lamia: *And look! There's the old group of friends we used to hang out with. I was sad when they moved away to go to high school and really wish we hadn't lost touch with them.*
Hoda: *Yes, we had some great times together and if we had stayed in touch, we would have been able to organise a school reunion. I wish we hadn't left prep school! We had a lot less homework!*
Lamia: *That's true! Perhaps we can keep in touch with them on social media.*
Hoda: *Good idea! Let's post a message asking if anyone knows anything about them.*

5 Listen again. Are the sentences *true* (T) or *false* (F)?

1 Encourage students to read the sentences before listening to the recording again.

2 Ask students to listen carefully and try to correct the false sentences as they listen.

3 Check answers as a class.

Answers

1 True
2 False. Lamia used to fall out with Ola.
3 True
4 True (her favourite necklace)
5 False. They are good friends now.

6 True
7 False. They had a lot less at prep school.
8 True

Lesson 4

SB page 67 WB page 39



Lesson 4 6

Before you start
- What is the best way to make new friends?
- What should we do to keep our friends?

Listening

1 Listen to Judy and put the pictures in the correct order.

A B

Judy and Huda would always hang out together.

C D

2 Listen again and write a short caption to tell the story in each picture. Each caption should be a short summary of what the picture shows about the story. Use narrative tenses like past simple and past perfect. Then compare your answers with a partner.

Writing

3 Look at the end of Judy's story below. Write the captions for each picture to tell the story.

E F G

4 Read your story to a partner and listen to theirs. Then give feedback on your partner's story.
- Say what you like about the story they have written.
- Give them one or two ideas about how to improve their story.

REMEMBER!
Remember that useful feedback will show someone what they did well and how they can improve their work.

WORKBOOK PAGE 39 67

Before you start

Initiate a class discussion to answer the questions. Accept all reasonable answers.

Listening

1 Listen to Judy and put the pictures in the correct order.

1 Give students a few minutes to look at the pictures and talk to a partner about what they think is happening in each one. Help with vocabulary if needed.
2 Tell students that Judy (the speaker) is one of the people in the pictures. Play the recording and ask students to put the pictures in the correct order.
3 Elicit answers from the class.

Answers

B, D, A, C

Audioscript

Judy: *Huda was my best friend. We'd always hang out together at school. We made each other laugh a lot and we were very close. Sometimes, we'd hang out together after school as well. We'd listen to music, look at magazines and chat for hours. One weekend, we went shopping at the mall. We had a great time as usual, but that was when she showed me her new smartphone. Apparently, it was a really good phone and Huda couldn't stop using it all the time. She got really into social media and made lots of new friends online.*

2 Listen again and write a short caption to tell the story in each picture. Each caption should be a short summary of what the picture shows about the story. Use narrative tenses like past simple and past perfect. Then compare your answers with a partner.

1 Ask students to listen to the recording again to identify useful language for describing the pictures. Go over the example answer to check understanding.
2 Have students write their captions individually before comparing their answers with a partner.
3 Check answers by asking different students to read out their captions.

Suggested answers

A Judy and Huda are at the mall.
B Judy and Huda would always hang out together.
C Huda is using her phone and ignoring Judy.
D Judy and Huda are looking at magazines together.

Writing

3 Look at the end of Judy's story below. Write the captions for each picture to tell the story.

1 Draw attention to the pictures and tell students that this is the end of the story.

2 Ask students to write captions for each picture. Encourage students to work in

groups to produce their own comic strip. Do not give feedback at this stage.

Suggested answers

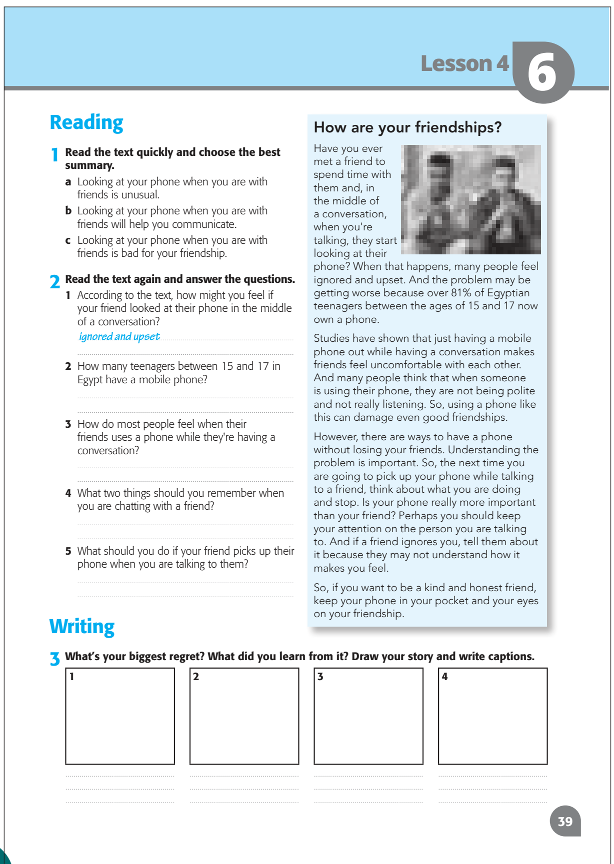
5 Judy and Huda are sitting outside school. Huda is using her phone and Judy is bored.
6 Later, Huda is in her bedroom using her tablet. Judy is calling her but she doesn't answer the phone.
7 Now, Huda is sad. She wants to talk to Judy but Judy is talking to other friends.

4 Read your story to a partner and listen to theirs. Then give feedback on your partner's story.

1 Draw attention to the *Remember!* box and let the students know they are going to give their partner some feedback on their story.
2 Encourage students to read out their stories and exchange feedback using the prompts in the book.
3 Monitor the activity as they do it, making sure that students give both positive and constructive feedback.

Students' own answers.

WB page 39


Lesson 4 6

Reading

1 Read the text quickly and choose the best summary.

a Looking at your phone when you are with friends is unusual.
b Looking at your phone when you are with friends will help you communicate.
c Looking at your phone when you are with friends is bad for your friendship.

2 Read the text again and answer the questions.

1 According to the text, how might you feel if your friend looked at their phone in the middle of a conversation?
ignored and upset
2 How many teenagers between 15 and 17 in Egypt have a mobile phone?
3 How do most people feel when their friends uses a phone while they're having a conversation?
4 What two things should you remember when you are chatting with a friend?
5 What should you do if your friend picks up their phone when you are talking to them?

How are your friendships?

Have you ever met a friend to spend time with them and, in the middle of a conversation, when you're talking, they start looking at their phone? When that happens, many people feel ignored and upset. And the problem may be getting worse because over 81% of Egyptian teenagers between the ages of 15 and 17 now own a phone.

Studies have shown that just having a mobile phone out while having a conversation makes friends feel uncomfortable with each other. And many people think that when someone is using their phone, they are not being polite and not really listening. So, using a phone like this can damage even good friendships.

However, there are ways to have a phone without losing your friends. Understanding the problem is important. So, the next time you are going to pick up your phone while talking to a friend, think about what you are doing and stop. Is your phone really more important than your friend? Perhaps you should keep your attention on the person you are talking to. And if a friend ignores you, tell them about it because they may not understand how it makes you feel.

So, if you want to be a kind and honest friend, keep your phone in your pocket and your eyes on your friendship.

Writing

3 What's your biggest regret? What did you learn from it? Draw your story and write captions.

1 2 3 4

39

Reading

1 Read the text quickly and choose the best summary.

1 Read through the three summaries with the class before asking them to skim the text and choose the best one.
2 Check answers as a class.

Answers

c

2 Read the text again and answer the questions.

1 Encourage students to read the questions before scanning the text for the answers.
2 Have students compare answers with a partner before class feedback.

Answers

1 ignored and upset
2 81%
3 uncomfortable
4 Do not touch your phone and maintain eye contact.
5 Tell them how it makes you feel.

Writing

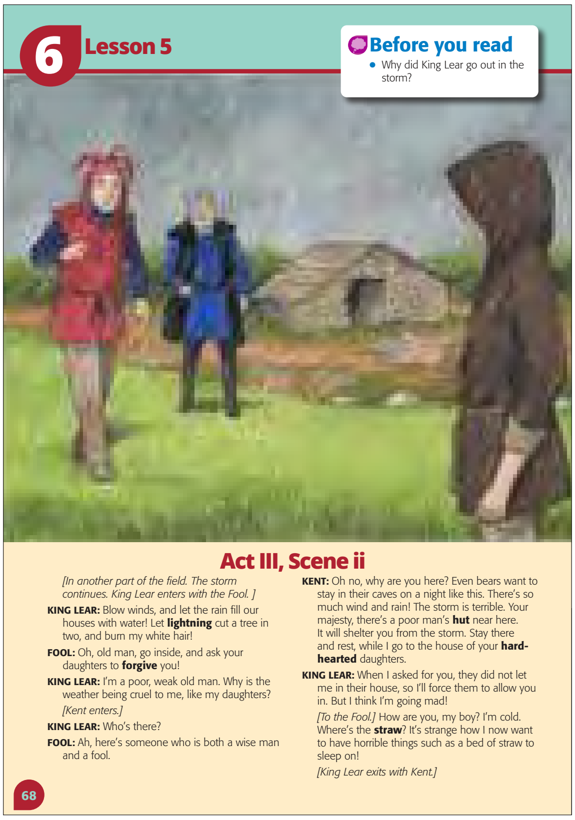
3 What's your biggest regret? What did you learn from it? Draw your story and write captions.

1 Allow students time to brainstorm ideas in pairs or small groups before writing their own story.
2 Encourage students to can complete the writing and drawing in class or at home.
3 Check their work when they have completed it.

Students' own answers.

Lesson 5

SB pages 68–70


6 Lesson 5

Before you read

- Why did King Lear go out in the storm?

Act III, Scene ii

[In another part of the field. The storm continues. King Lear enters with the Fool.]

KING LEAR: Blow winds, and let the rain fill our houses with water! Let **lightning** cut a tree in two, and burn my white hair!

FOOL: Oh, old man, go inside, and ask your daughters to **forgive** you!

KING LEAR: I'm a poor, weak old man. Why is the weather being cruel to me, like my daughters?

[Kent enters.]

KING LEAR: Who's there?

FOOL: Ah, here's someone who is both a wise man and a fool.

KENT: Oh no, why are you here? Even bears want to stay in their caves on a night like this. There's so much wind and rain! The storm is terrible. Your majesty, there's a poor man's **hut** near here. It will shelter you from the storm. Stay there and rest, while I go to the house of your **hard-hearted** daughters.

KING LEAR: When I asked for you, they did not let me in their house, so I'll force them to allow you in. But I think I'm going mad!

[To the Fool.] How are you, my boy? I'm cold. Where's the **straw**? It's strange how I now want to have horrible things such as a bed of straw to sleep on!

[King Lear exits with Kent.]

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Before you start

1 Put students in small groups to brainstorm what they remember about the previous part of the story. Encourage them to talk about the main events and the characters they remember.

Answer

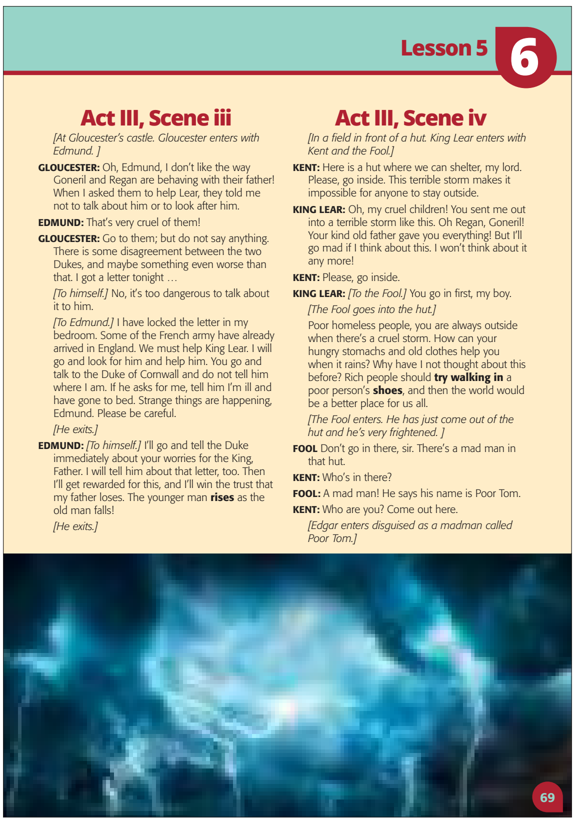
King Lear wants to stay with Regan because he's angry with Goneril, who he thinks put his servant, Kent into the stocks. Regan refuses to let King Lear stay with her. Then Goneril arrives and she and Regan tell King Lear that he is getting old and must give up some of his soldiers if he wants to stay with either of them. King Lear is angry and goes outside into a huge storm. The sisters lock the doors.

Before you read

1 Hold a class feedback session to make sure the students remember what happened and then elicit answers to the question.

Answer

He went out in the storm because his daughters argued with him and refused to let him keep his soldiers, so he got upset and left.


Lesson 5 6

Act III, Scene iii

[At Gloucester's castle. Gloucester enters with Edmund.]

GLOUCESTER: Oh, Edmund, I don't like the way Goneril and Regan are behaving with their father! When I asked them to help Lear, they told me not to talk about him or to look after him.

EDMUND: That's very cruel of them!

GLOUCESTER: Go to them; but do not say anything. There is some disagreement between the two Dukes, and maybe something even worse than that. I got a letter tonight …

[To himself.] No, it's too dangerous to talk about it to him.

[To Edmund.] I have locked the letter in my bedroom. Some of the French army have already arrived in England. We must help King Lear. I will go and look for him and help him. You go and talk to the Duke of Cornwall and do not tell him where I am. If he asks for me, tell him I'm ill and have gone to bed. Strange things are happening, Edmund. Please be careful.

[He exits.]

EDMUND: *[To himself.]* I'll go and tell the Duke immediately about your worries for the King, Father. I will tell him about that letter, too. Then I'll get rewarded for this, and I'll win the trust that my father loses. The younger man **rises** as the old man falls!

[He exits.]

Act III, Scene iv

[In a field in front of a hut. King Lear enters with Kent and the Fool.]

KENT: Here is a hut where we can shelter, my lord. Please, go inside. This terrible storm makes it impossible for anyone to stay outside.

KING LEAR: Oh, my cruel children! You sent me out into a terrible storm like this. Oh Regan, Goneril! Your kind old father gave you everything! But I'll go mad if I think about this. I won't think about it any more!

KENT: Please, go inside.

KING LEAR: *[To the Fool.]* You go in first, my boy.

[The Fool goes into the hut.]

Poor homeless people, you are always outside when there's a cruel storm. How can your hungry stomachs and old clothes help you when it rains? Why have I not thought about this before? Rich people should **try walking in** a poor person's **shoes**, and then the world would be a better place for us all.

[The Fool enters. He has just come out of the hut and he's very frightened.]

FOOL Don't go in there, sir. There's a mad man in that hut.

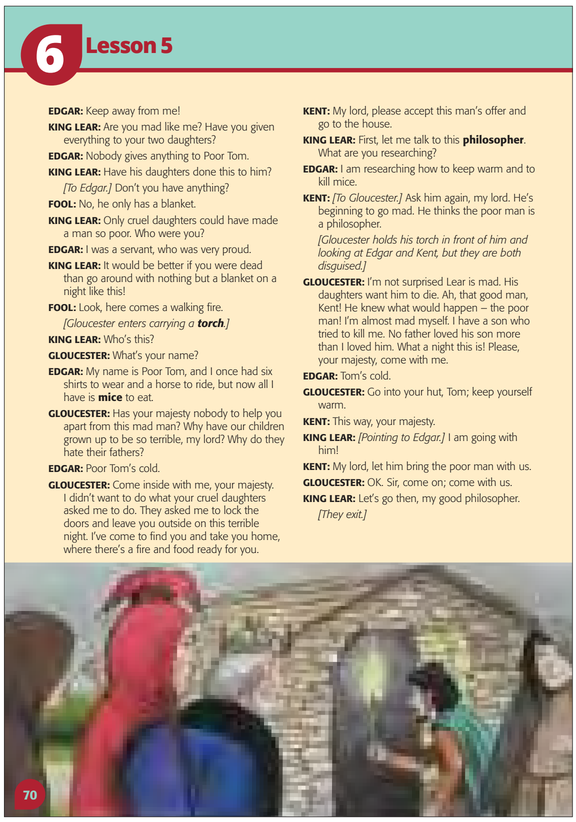
KENT: Who's in there?

FOOL: A mad man! He says his name is Poor Tom.

KENT: Who are you? Come out here.

[Edgar enters disguised as a madman called Poor Tom.]

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6 Lesson 5

EDGAR: Keep away from me!

KING LEAR: Are you mad like me? Have you given everything to your two daughters?

EDGAR: Nobody gives anything to Poor Tom.

KING LEAR: Have his daughters done this to him?

[To Edgar.] Don't you have anything?

FOOL: No, he only has a blanket.

KING LEAR: Only cruel daughters could have made a man so poor. Who were you?

EDGAR: I was a servant, who was very proud.

KING LEAR: It would be better if you were dead than go around with nothing but a blanket on a night like this!

FOOL: Look, here comes a walking fire.

*[Gloucester enters carrying a **torch**.]*

KING LEAR: Who's this?

GLOUCESTER: What's your name?

EDGAR: My name is Poor Tom, and I once had six shirts to wear and a horse to ride, but now all I have is **mice** to eat.

GLOUCESTER: Has your majesty nobody to help you apart from this mad man? Why have our children grown up to be so terrible, my lord? Why do they hate their fathers?

EDGAR: Poor Tom's cold.

GLOUCESTER: Come inside with me, your majesty. I didn't want to do what your cruel daughters asked me to do. They asked me to lock the doors and leave you outside on this terrible night. I've come to find you and take you home, where there's a fire and food ready for you.

KENT: My lord, please accept this man's offer and go to the house.

KING LEAR: First, let me talk to this **philosopher**. What are you researching?

EDGAR: I am researching how to keep warm and to kill mice.

KENT: *[To Gloucester.]* Ask him again, my lord. He's beginning to go mad. He thinks the poor man is a philosopher.

[Gloucester holds his torch in front of him and looking at Edgar and Kent, but they are both disguised.]

GLOUCESTER: I'm not surprised Lear is mad. His daughters want him to die. Ah, that good man, Kent! He knew what would happen – the poor man! I'm almost mad myself. I have a son who tried to kill me. No father loved his son more than I loved him. What a night this is! Please, your majesty, come with me.

EDGAR: Tom's cold.

GLOUCESTER: Go into your hut, Tom; keep yourself warm.

KENT: This way, your majesty.

KING LEAR: *[Pointing to Edgar.]* I am going with him!

KENT: My lord, let him bring the poor man with us.

GLOUCESTER: OK. Sir, come on; come with us.

KING LEAR: Let's go then, my good philosopher.

[They exit.]

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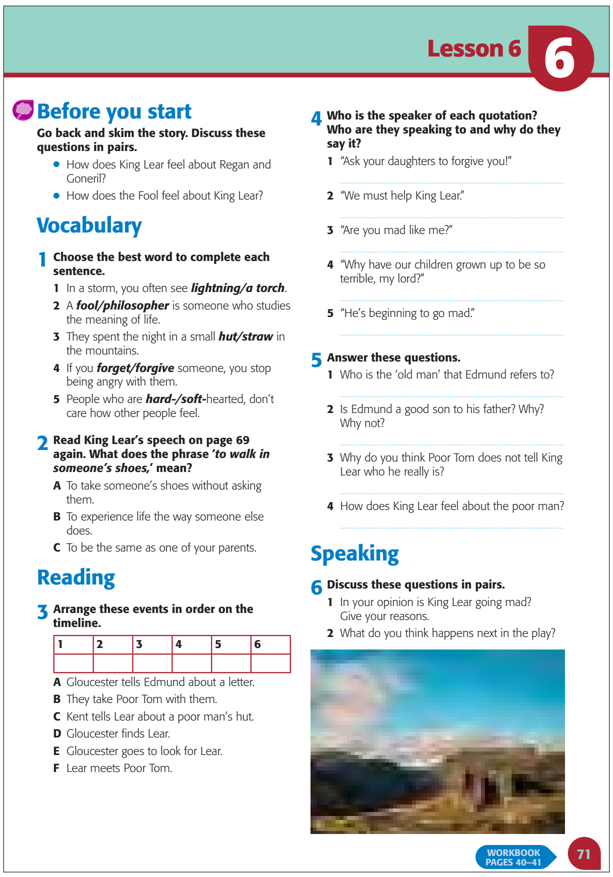
Reading

1 Put students in groups of 6 to read through the story. Each student reads one of the parts: King Lear, Fool, Kent, Edmund, Gloucester and Edgar. 'Edmund' can also read the stage instructions in square brackets.

2 When students have finished reading, check understanding of the words in bold. Encourage students to try to understand the words from the context before using the dictionary.

Lesson 6

SB page 71 WB pages 40–41



Lesson 6 6

Before you start

Go back and skim the story. Discuss these questions in pairs.

- How does King Lear feel about Regan and Goneril?
- How does the Fool feel about King Lear?

Vocabulary

1 Choose the best word to complete each sentence.

1 In a storm, you often see ***lightning/a torch***.
2 A ***fool/philosopher*** is someone who studies the meaning of life.
3 They spent the night in a small ***hut/straw*** in the mountains.
4 If you ***forget/forgive*** someone, you stop being angry with them.
5 People who are ***hard-/soft-***hearted, don't care how other people feel.

2 Read King Lear's speech on page 69 again. What does the phrase *'to walk in someone's shoes,'* mean?

A To take someone's shoes without asking them.
B To experience life the way someone else does.
C To be the same as one of your parents.

Reading

3 Arrange these events in order on the timeline.

1	2	3	4	5	6

A Gloucester tells Edmund about a letter.
B They take Poor Tom with them.
C Kent tells Lear about a poor man's hut.
D Gloucester finds Lear.
E Gloucester goes to look for Lear.
F Lear meets Poor Tom.

4 Who is the speaker of each quotation? Who are they speaking to and why do they say it?

1 "Ask your daughters to forgive you!"
2 "We must help King Lear."
3 "Are you mad like me?"
4 "Why have our children grown up to be so terrible, my lord?"
5 "He's beginning to go mad."

5 Answer these questions.

1 Who is the 'old man' that Edmund refers to?
2 Is Edmund a good son to his father? Why? Why not?
3 Why do you think Poor Tom does not tell King Lear who he really is?
4 How does King Lear feel about the poor man?

Speaking

6 Discuss these questions in pairs.

1 In your opinion is King Lear going mad? Give your reasons.
2 What do you think happens next in the play?

WORKBOOK PAGES 40–41

71

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 After giving students time to skim read the story, ask them to discuss the questions with a partner.

2 Elicit answers from the class. Provide students with guidance and support when needed.

Suggested answers

1 King Lear thinks Regan and Goneril are cruel.
2 The Fool is loyal and protective of King Lear.

Vocabulary

1 Choose the best word to complete each sentence.

1 Ask students to choose the best option to complete the sentences before checking their answers with a partner.

2 Check answers with the class.

Answers

1 lightning 2 philosopher 3 hut
4 forgive 5 hard

2 Read King Lear's speech on page 69 again. What does the phrase '*to walk in someone's shoes*' mean?

1 Allow students time to re-read the speech then identify the correct meaning.

2 Check answers as a class.

Answer

B

Reading

3 Arrange these events in order on the timeline.

1 Read through the events with the class and then give them a few minutes to place them in chronological order. Encourage them to refer back to the story as necessary.

2 Check answers with the whole class.

Answers

1 C 2 A 3 E 4 F 5 D 6 B

4 Who is the speaker of each quotation? Who are they speaking to and why do they say it?

1 Go through the first quotation with the class to check understanding. Encourage students to refer back to the story to find the

quotations in context.

2 Ask students to work in pairs before class feedback.

Answers

1 Fool to King Lear; He wants King Lear to go inside because of the storm.
2 Gloucester to Edmund; The French army have arrived in England and he is worried.
3 King Lear to Edgar (Poor Tom); He thinks he is going mad because he has treated his daughters well and now they are cruel to him.
4 Gloucester to King Lear; Because they both have problems with their children.
5 Kent to Gloucester; He thinks King Lear is going mad because he believes the poor man (Edgar in disguise) is a philosopher.

5 Answer these questions.

1 Have students work in pairs to write answers to the questions.

2 Check answers as a class.

Answers

1 Gloucester
2 No, because he deceived his father.
3 He might be worried that King Lear will tell his father about him.
4 King Lear thinks Poor Tom has been badly treated by his daughters to be in such a desperate situation.

Speaking

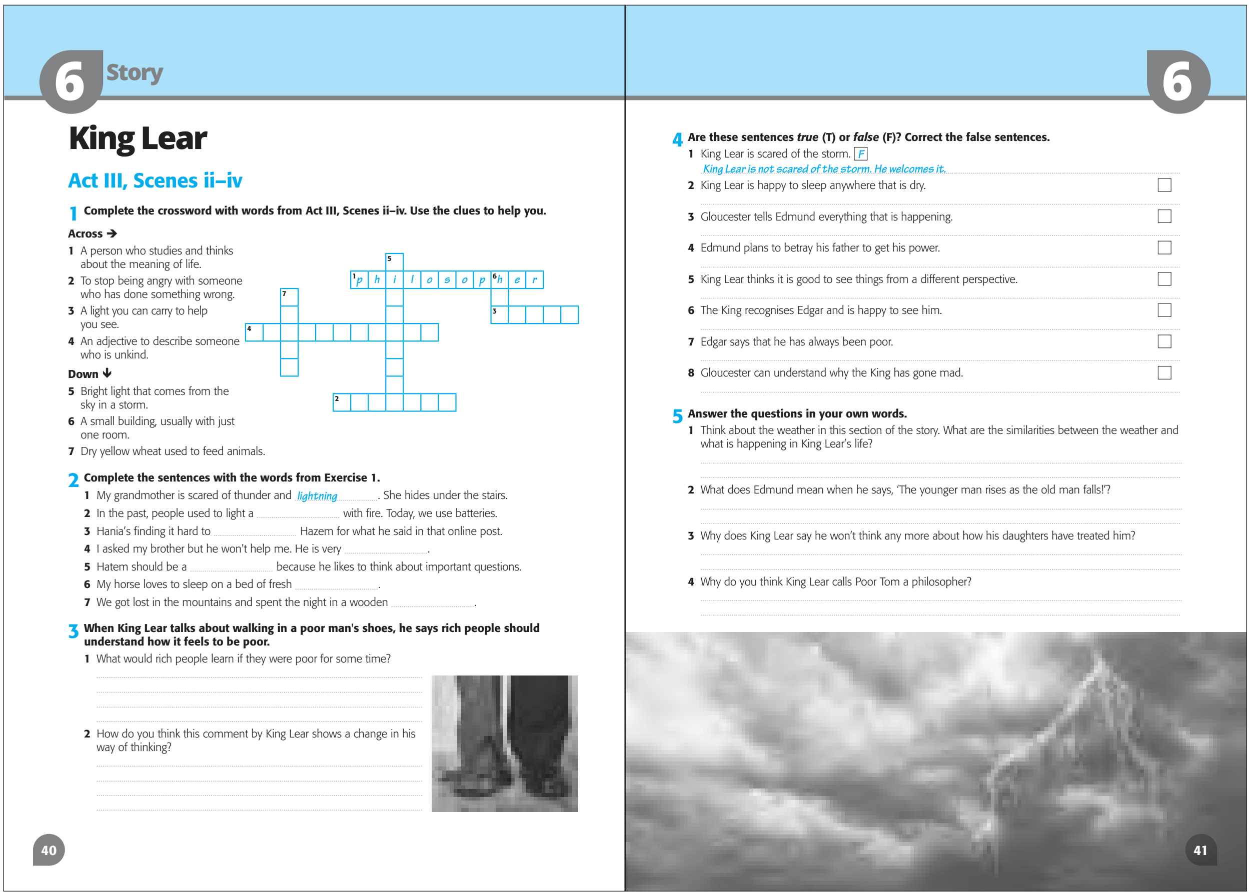
6 Discuss these questions in pairs.

1 Put students in pairs to discuss and answer the questions. Encourage them to give reasons for their ideas and opinions.

2 Hold a brief class discussion to compare answers to the questions. Spend some time on the most reflective answers.

Students' own answers.

WB pages 40-41



6 Story

King Lear

Act III, Scenes ii–iv

1 Complete the crossword with words from Act III, Scenes ii–iv. Use the clues to help you.

Across →
1 A person who studies and thinks about the meaning of life.
2 To stop being angry with someone who has done something wrong.
3 A light you can carry to help you see.
4 An adjective to describe someone who is unkind.

Down ↓
5 Bright light that comes from the sky in a storm.
6 A small building, usually with just one room.
7 Dry yellow wheat used to feed animals.

1 p h i l o s o p h e r

2 Complete the sentences with the words from Exercise 1.
1 My grandmother is scared of thunder and *lightning*. She hides under the stairs.
2 In the past, people used to light a ………… with fire. Today, we use batteries.
3 Hania's finding it hard to ………… Hazem for what he said in that online post.
4 I asked my brother but he won't help me. He is very ………….
5 Hatem should be a ………… because he likes to think about important questions.
6 My horse loves to sleep on a bed of fresh ………….
7 We got lost in the mountains and spent the night in a wooden ………….

3 When King Lear talks about walking in a poor man's shoes, he says rich people should understand how it feels to be poor.
1 What would rich people learn if they were poor for some time?
…………
2 How do you think this comment by King Lear shows a change in his way of thinking?
…………

40

6

4 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.
1 King Lear is scared of the storm. F
King Lear is not scared of the storm. He welcomes it.
2 King Lear is happy to sleep anywhere that is dry. ☐
3 Gloucester tells Edmund everything that is happening. ☐
4 Edmund plans to betray his father to get his power. ☐
5 King Lear thinks it is good to see things from a different perspective. ☐
6 The King recognises Edgar and is happy to see him. ☐
7 Edgar says that he has always been poor. ☐
8 Gloucester can understand why the King has gone mad. ☐

5 Answer the questions in your own words.
1 Think about the weather in this section of the story. What are the similarities between the weather and what is happening in King Lear's life?
2 What does Edmund mean when he says, 'The younger man rises as the old man falls!'?
3 Why does King Lear say he won't think any more about how his daughters have treated him?
4 Why do you think King Lear calls Poor Tom a philosopher?

41

1 Complete the crossword with words from Act III, Scenes ii–iv. Use the clues to help you.

1 Tell the students that they can refer back to the Student's Book to check vocabulary if necessary. Allow them to work through the crossword with a partner.

2 Check answers as a class.

Answers

ACROSS:
1 philosopher
2 forgive
3 torch
4 hardhearted
DOWN:
5 lightning
6 hut
7 straw

2 Complete the sentences with the words from Exercise 1.

1 Read through the example with the class before asking students to complete the exercise in pairs.

2 Check answers as a class.

Answers

1 lightning
2 torch
3 forgive
4 hardhearted
5 philosopher
6 straw
7 hut

3 When King Lear talks about walking in a poor man's shoes, he says rich people should understand how it feels to be poor.

1 Read the questions with the class and then put students in pairs or small groups to discuss answers to the questions. Help with vocabulary as necessary.

2 Hold a brief class discussion to elicit ideas from around the class.

Students' own answers.

4 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Read through the example with the class, checking understanding.

2 Have students work through the exercise individually before comparing answers with a partner.

3 Check answers as a class.

Answers

1 King Lear is not scared of the storm. He welcomes it.
2 True.
3 False. He doesn't tell him what's in the letter.
4 True
5 True
6 False. He doesn't recognise him. He believes he is a poor, perhaps mad, philosopher.
7 False. He says he once had six shirt and horse (meaning he was rich).
8 True

5 Answer the questions in your own words.

1 Read through the questions with the class, dealing with any queries.

2 Allow students to do the exercise with a partner.

3 Elicit answers from around the class, allowing other students to say whether they agree or disagree with their peers' answers.

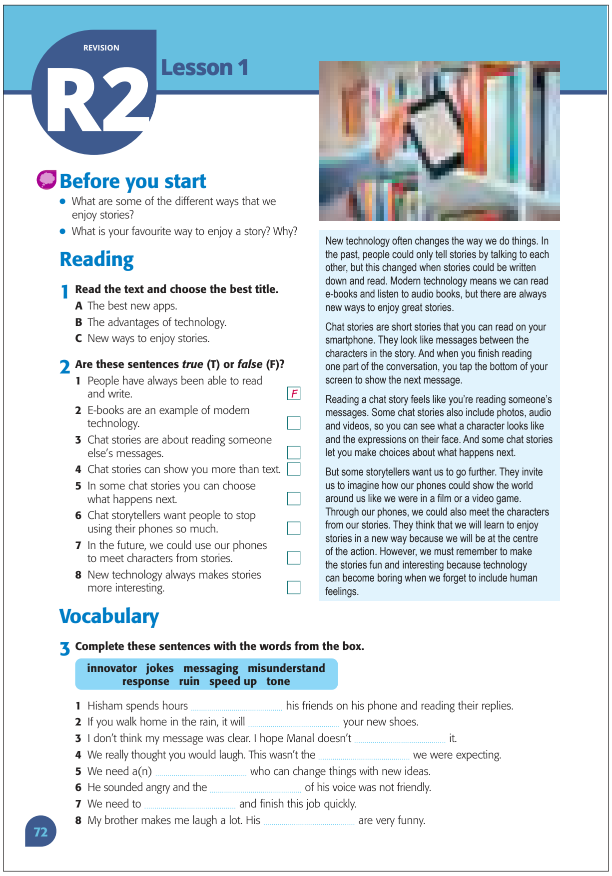
Suggested answers

1 Both are turbulent and unstable.
2 Those in power now are losing it and he sees the opportunity to take it.
3 Because if he thinks about it any more, he believes he will go mad.
4 Possibly because he sees Poor Tom as someone who is trying to make sense of the world just like King Lear is.

Revision 2

Lesson 1

SB page 72


REVISION

R2 Lesson 1

Before you start

- What are some of the different ways that we enjoy stories?
- What is your favourite way to enjoy a story? Why?

Reading

1 Read the text and choose the best title.

A The best new apps.
B The advantages of technology.
C New ways to enjoy stories.

2 Are these sentences *true* (T) or *false* (F)?

1 People have always been able to read and write. F
2 E-books are an example of modern technology.
3 Chat stories are about reading someone else's messages.
4 Chat stories can show you more than text.
5 In some chat stories you can choose what happens next.
6 Chat storytellers want people to stop using their phones so much.
7 In the future, we could use our phones to meet characters from stories.
8 New technology always makes stories more interesting.

New technology often changes the way we do things. In the past, people could only tell stories by talking to each other, but this changed when stories could be written down and read. Modern technology means we can read e-books and listen to audio books, but there are always new ways to enjoy great stories.

Chat stories are short stories that you can read on your smartphone. They look like messages between the characters in the story. And when you finish reading one part of the conversation, you tap the bottom of your screen to show the next message.

Reading a chat story feels like you're reading someone's messages. Some chat stories also include photos, audio and videos, so you can see what a character looks like and the expressions on their face. And some chat stories let you make choices about what happens next.

But some storytellers want us to go further. They invite us to imagine how our phones could show the world around us like we were in a film or a video game. Through our phones, we could also meet the characters from our stories. They think that we will learn to enjoy stories in a new way because we will be at the centre of the action. However, we must remember to make the stories fun and interesting because technology can become boring when we forget to include human feelings.

Vocabulary

3 Complete these sentences with the words from the box.

innovator jokes messaging misunderstand response ruin speed up tone

1 Hisham spends hours .... his friends on his phone and reading their replies.
2 If you walk home in the rain, it will .... your new shoes.
3 I don't think my message was clear. I hope Manal doesn't .... it.
4 We really thought you would laugh. This wasn't the .... we were expecting.
5 We need a(n) .... who can change things with new ideas.
6 He sounded angry and the .... of his voice was not friendly.
7 We need to .... and finish this job quickly.
8 My brother makes me laugh a lot. His .... are very funny.

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OBJECTIVES

Reading: Two articles about the use of technology; a fact file

Writing: A fact file of a famous person and a biography of a role model

Listening: A story about a problem with social media, listening for detailed understanding

Speaking: Expressing opinions

Language: Past modal verbs

Life skills: Online communication; participation

Before you start

1 Brainstorm different ways of enjoying stories with the class and write students' suggestions on the board (If necessary, make suggestions such as films, books, etc. to start them off).

2 Put students into pairs to talk about their favourite way to enjoy a story.

3 Elicit some answers from around the class.

Students' own answers.

Reading

1 Read the text and choose the best title.

1 Before reading, go through the title options with the class.

2 Allow students a few minutes to skim read the text and choose the answer.

3 Check the answer with the class, asking them to justify their choice with examples from the text.

Answers

C

2 Are these sentences *true* (T) or *false* (F)?

1 Read through the sentences with the class and answer any questions they may have about vocabulary. Go over the example and ask where the answer is in the article.

2 Give students time to read the text more carefully to look for the answers.

3 Check answers as a class, encouraging students to correct the false statements using information in the text.

Answers

1 False (In the past people told stories by talking to each other.)
2 True
3 False. They are stories you can read on your smartphone.
4 True
5 True
6 False (They think we can use our phones to enjoy stories in a new way.)
7 True
8 False (Technology can become boring if it doesn't include human feelings.)

Vocabulary

3 Complete these sentences with the words from the box.

1 Point out that some of the words are nouns and some are verbs. This information can help students decide whether a word fits in the sentence or not.

2 Allow students a few minutes to do the exercise individually before comparing answers with a partner.

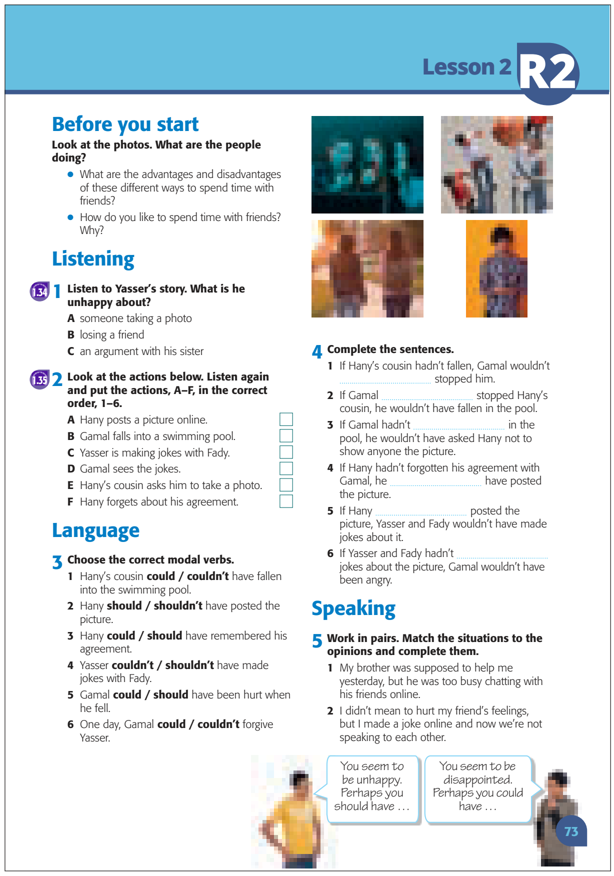
3 Provide students with guidance and support when needed. Check answers as a class.

Answers

1 messaging
2 ruin
3 misunderstand
4 response
5 innovator
6 tone
7 speed up
8 jokes

Lesson 2

SB page 73


Lesson 2 R2

Before you start

Look at the photos. What are the people doing?

- What are the advantages and disadvantages of these different ways to spend time with friends?
- How do you like to spend time with friends? Why?

Listening

1.34 **1 Listen to Yasser's story. What is he unhappy about?**

A someone taking a photo
B losing a friend
C an argument with his sister

1.35 **2 Look at the actions below. Listen again and put the actions, A–F, in the correct order, 1–6.**

A Hany posts a picture online. ☐
B Gamal falls into a swimming pool. ☐
C Yasser is making jokes with Fady. ☐
D Gamal sees the jokes. ☐
E Hany's cousin asks him to take a photo. ☐
F Hany forgets about his agreement. ☐

Language

3 Choose the correct modal verbs.

1 Hany's cousin **could / couldn't** have fallen into the swimming pool.
2 Hany **should / shouldn't** have posted the picture.
3 Hany **could / should** have remembered his agreement.
4 Yasser **couldn't / shouldn't** have made jokes with Fady.
5 Gamal **could / should** have been hurt when he fell.
6 One day, Gamal **could / couldn't** forgive Yasser.

4 Complete the sentences.

1 If Hany's cousin hadn't fallen, Gamal wouldn't .... stopped him.
2 If Gamal .... stopped Hany's cousin, he wouldn't have fallen in the pool.
3 If Gamal hadn't .... in the pool, he wouldn't have asked Hany not to show anyone the picture.
4 If Hany hadn't forgotten his agreement with Gamal, he .... have posted the picture.
5 If Hany .... posted the picture, Yasser and Fady wouldn't have made jokes about it.
6 If Yasser and Fady hadn't .... jokes about the picture, Gamal wouldn't have been angry.

Speaking

5 Work in pairs. Match the situations to the opinions and complete them.

1 My brother was supposed to help me yesterday, but he was too busy chatting with his friends online.
2 I didn't mean to hurt my friend's feelings, but I made a joke online and now we're not speaking to each other.

Before you start

Look at the photos. What are the people doing?

1 Draw students' attention to the photos and elicit answers to the first question from the class.
2 Put students into pairs to answer the other question. Encourage them to give reasons for their answers.
3 Compare answers around the class.

Students' own answers.

Listening

1 Listen to Yasser's story. What is he unhappy about?

1 Introduce the listening by reading the three options with the class and asking students to listen to the recording to answer the question.

2 After playing the recording, elicit the answer from the class.

Answer

A

Audioscript

Yasser: *So, Hany posted a funny picture that he had taken last summer and we were all laughing at it. Gamal was in it. He had fallen into a swimming pool with his clothes on. He looked very surprised, so I was making a few jokes about it with Fady.*

But when Gamal saw the jokes, he was angry. He said he'd only fallen into the pool to stop Hany's little cousin, Amir, falling in. He had asked Hany to take a picture but it was wet and he fell over. Gamal stopped him falling in, but then he fell instead.

Gamal wasn't hurt but he wasn't happy, so he asked Hany not to show anyone the picture. Hany had agreed, but then he posted a lot of pictures from last summer and I guess he'd forgotten about that one.

So, now I think Gamal isn't my friend any more.

2 Look at the actions below. Listen again and put the actions, A–F, in the correct order, 1–6.

1 Read through the actions with the class to check understanding.

2 If your students need to hear it again, play the recording a second time and pause after the first action is mentioned.

3 Play the recording and ask students to number the actions in the order they hear them.

4 Ask students to check their answers with a partner and, if necessary, the recording can be repeated.

5 Check answers with the class.

Answers

1 E	2 B
3 F	4 A
5 C	6 D

Language

3 Choose the correct modal verbs.

1 Go over the first sentence with the class, checking understanding and eliciting the answer.

2 Encourage students to complete the sentences with a partner.

3 Check answers as a class.

Answers

1 could	2 shouldn't
3 should	4 shouldn't
5 could	6 could

4 Complete the sentences.

1 Encourage students to read the whole sentence before deciding on the word which fits in the space.

2 Ask students to work individually before comparing answers with a partner.

3 Check answers as a class.

Answers

1 have	2 hadn't
3 fallen	4 wouldn't
5 hadn't	6 made

Speaking

5 Work in pairs. Match the situations to the opinions and complete them.

1 Read through the situations with the class and answer any questions they may have about vocabulary.

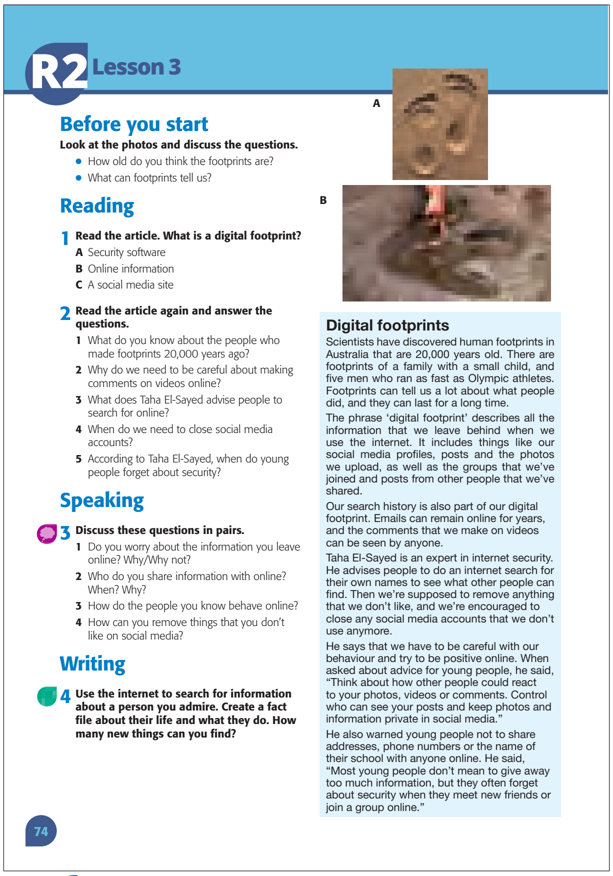
2 Have students work in pairs to complete the answers.

3 Elicit suggestions from around the class.

Students' own answers.

Lesson 3

SB page 74



R2 Lesson 3

A

B

Before you start

Look at the photos and discuss the questions.

- How old do you think the footprints are?
- What can footprints tell us?

Reading

1 Read the article. What is a digital footprint?

A Security software
B Online information
C A social media site

2 Read the article again and answer the questions.

1 What do you know about the people who made footprints 20,000 years ago?
2 Why do we need to be careful about making comments on videos online?
3 What does Taha El-Sayed advise people to search for online?
4 When do we need to close social media accounts?
5 According to Taha El-Sayed, when do young people forget about security?

Speaking

3 Discuss these questions in pairs.

1 Do you worry about the information you leave online? Why/Why not?
2 Who do you share information with online? When? Why?
3 How do the people you know behave online?
4 How can you remove things that you don't like on social media?

Writing

4 Use the internet to search for information about a person you admire. Create a fact file about their life and what they do. How many new things can you find?

Digital footprints

Scientists have discovered human footprints in Australia that are 20,000 years old. There are footprints of a family with a small child, and five men who ran as fast as Olympic athletes. Footprints can tell us a lot about what people did, and they can last for a long time.

The phrase 'digital footprint' describes all the information that we leave behind when we use the internet. It includes things like our social media profiles, posts and the photos we upload, as well as the groups that we've joined and posts from other people that we've shared.

Our search history is also part of our digital footprint. Emails can remain online for years, and the comments that we make on videos can be seen by anyone.

Taha El-Sayed is an expert in internet security. He advises people to do an internet search for their own names to see what other people can find. Then we're supposed to remove anything that we don't like, and we're encouraged to close any social media accounts that we don't use anymore.

He says that we have to be careful with our behaviour and try to be positive online. When asked about advice for young people, he said, "Think about how other people could react to your photos, videos or comments. Control who can see your posts and keep photos and information private in social media."

He also warned young people not to share addresses, phone numbers or the name of their school with anyone online. He said, "Most young people don't mean to give away too much information, but they often forget about security when they meet new friends or join a group online."

74

Before you start

Look at the photos and discuss the questions.

1 Draw attention to the photos and elicit or provide the word footprints.

2 Initiate a brief class discussion to answer the questions.

Students' own answers.

Reading

1 Read the article. What is a digital footprint?

1 Go over the answer options and ask students to guess the answer before skim reading the text to find out.

2 Have students compare their answers with a partner before class feedback.

Answer

B

2 Read the article again and answer the questions.

1 Encourage students to read the questions before reading the article again to find the answers.

2 Ask students to compare their answers with a partner and explain which part of the text gives the answer.

3 Check answers as a class.

Answers

1 They were a family with a small child and five men who ran as fast as Olympic athletes.
2 Because they can be seen by anyone.
3 Their own name.
4 When we don't use the accounts anymore.
5 When they meet new friends or join a group online.

Speaking

3 Discuss these questions in pairs.

1 Read through the questions with the class and answer any questions they may have about vocabulary.

2 Put students in pairs to ask and answer the questions.

3 Elicit feedback from around the class to compare answers.

Students' own answers.

Writing

4 Use the internet to search for information about a person you admire. Create a fact file about their life and what they do. How many things can you find?

1 Go over the instructions with the class to check understanding.

2 Students can do the research at home or in class.

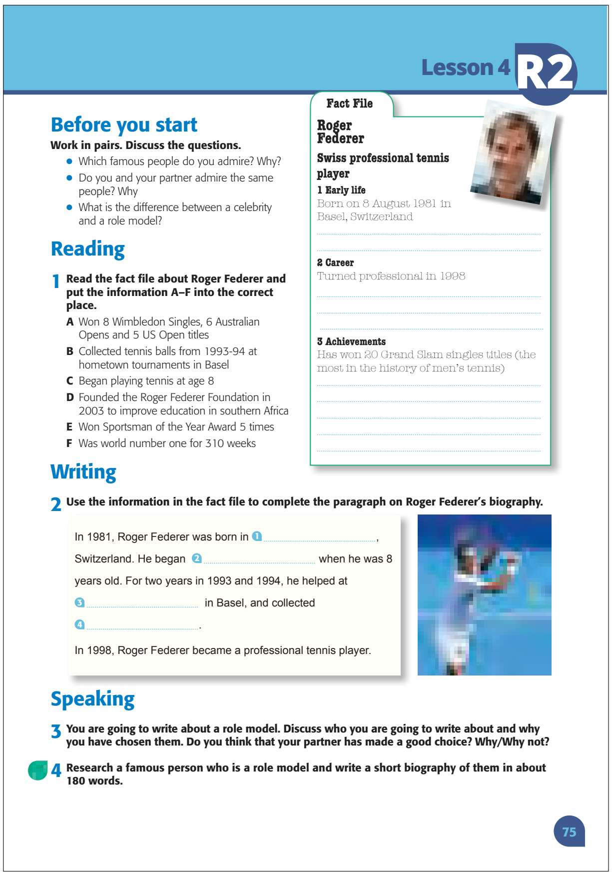
3 Have students show their fact file to a partner and say why they admire the person.

4 Ask some students to tell the class about the person they researched.

Students' own answers.

Lesson 4

SB page 75


Lesson 4 R2

Before you start

Work in pairs. Discuss the questions.

- Which famous people do you admire? Why?
- Do you and your partner admire the same people? Why
- What is the difference between a celebrity and a role model?

Reading

1 Read the fact file about Roger Federer and put the information A–F into the correct place.

A Won 8 Wimbledon Singles, 6 Australian Opens and 5 US Open titles
B Collected tennis balls from 1993-94 at hometown tournaments in Basel
C Began playing tennis at age 8
D Founded the Roger Federer Foundation in 2003 to improve education in southern Africa
E Won Sportsman of the Year Award 5 times
F Was world number one for 310 weeks

Fact File
Roger Federer
Swiss professional tennis player
1 Early life
Born on 8 August 1981 in Basel, Switzerland
2 Career
Turned professional in 1998
3 Achievements
Has won 20 Grand Slam singles titles (the most in the history of men's tennis)

Writing

2 Use the information in the fact file to complete the paragraph on Roger Federer's biography.

In 1981, Roger Federer was born in 1 ...., Switzerland. He began 2 .... when he was 8 years old. For two years in 1993 and 1994, he helped at 3 .... in Basel, and collected 4 .... In 1998, Roger Federer became a professional tennis player.

Speaking

3 You are going to write about a role model. Discuss who you are going to write about and why you have chosen them. Do you think that your partner has made a good choice? Why/Why not?

4 Research a famous person who is a role model and write a short biography of them in about 180 words.

75

Before you start

Work in pairs. Discuss the questions.

1 Read through the questions with the class and answer any questions they may have about vocabulary.

2 Put students into pairs to ask and answer the questions.

3 Elicit answers from around the class.

Students' own answers.

Reading

1 Read the fact file about Roger Federer and put the information A–F into the correct place.

1 Encourage students to read the information A–F, before drawing attention to the fact file.

2 Encourage students to complete the exercise individually before comparing answers with a partner.

3 Check answers as a class.

Answers

1 C, F 2 B 3 A, D, E

Writing

2 Use the information in the fact file to complete the first paragraph of Roger Federer biography.

1 Ask students to read the paragraph through before completing the gaps.

2 Check answers as a class.

Answers

1 Basel
2 playing tennis
3 hometown tournaments
4 tennis balls

Speaking

3 You are going to write about a role model. Discuss who you are going to write about and why you have chosen them. Do you think that your partner has made a good choice? Why?/Why not?

1 Allow students some time to think about their choice of role model and the reasons why they want to write about them.

2 Put students in pairs or small groups to discuss their ideas.

3 Invite students to discuss their ideas out loud with the whole class.

Students' own answers.

4 Research a famous person who is a role model and write a short biography of them in about 180 words.

1 Remind students to separate their ideas into paragraphs and use the biography of Roger Federer as a model for their writing.

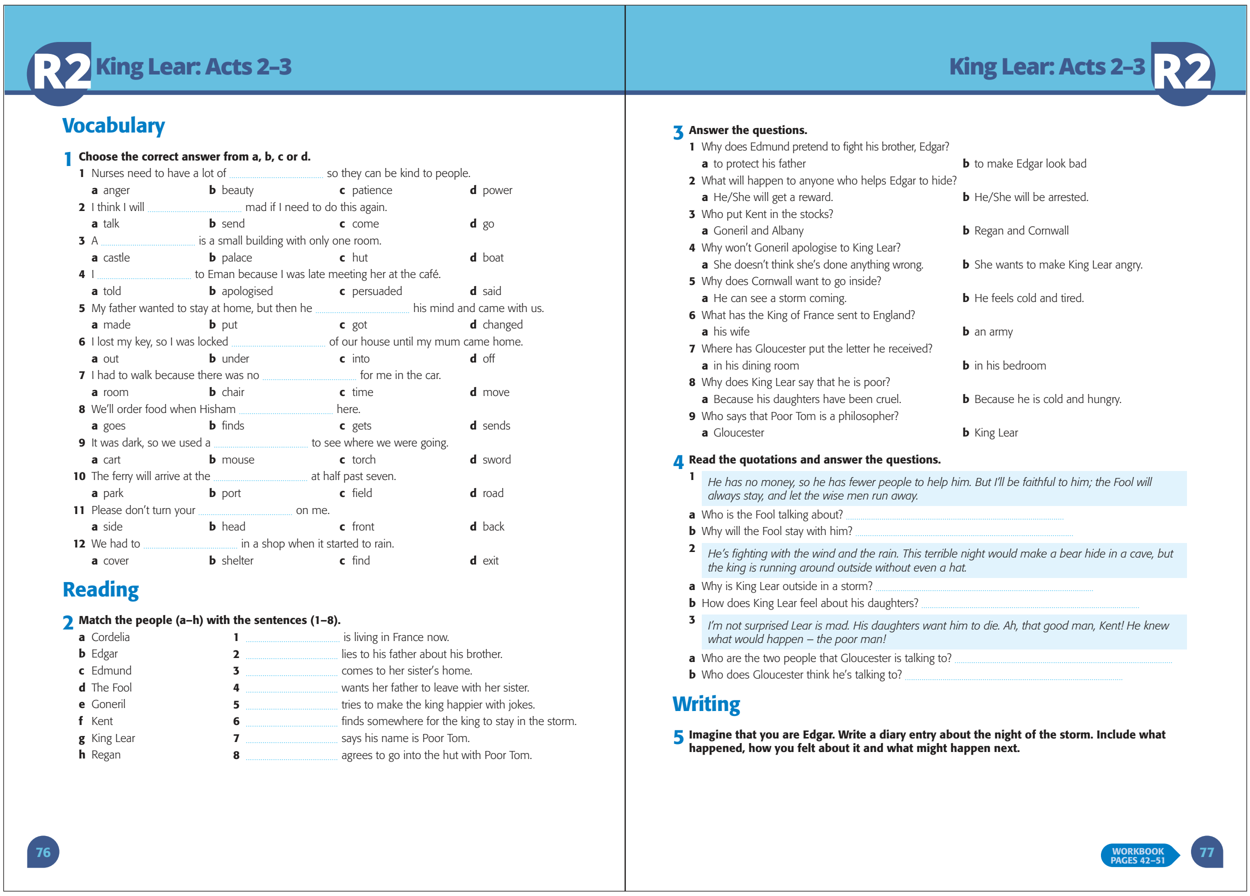
2 Students can do the writing at home or in class.

3 Take the texts in for feedback.

Students' own answers.

King Lear: Acts 2–3

SB pages 76–77


R2 King Lear: Acts 2-3

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Nurses need to have a lot of .... so they can be kind to people.
a anger b beauty c patience d power
2 I think I will .... mad if I need to do this again.
a talk b send c come d go
3 A .... is a small building with only one room.
a castle b palace c hut d boat
4 I .... to Eman because I was late meeting her at the café.
a told b apologised c persuaded d said
5 My father wanted to stay at home, but then he .... his mind and came with us.
a made b put c got d changed
6 I lost my key, so I was locked .... of our house until my mum came home.
a out b under c into d off
7 I had to walk because there was no .... for me in the car.
a room b chair c time d move
8 We'll order food when Hisham .... here.
a goes b finds c gets d sends
9 It was dark, so we used a .... to see where we were going.
a cart b mouse c torch d sword
10 The ferry will arrive at the .... at half past seven.
a park b port c field d road
11 Please don't turn your .... on me.
a side b head c front d back
12 We had to .... in a shop when it started to rain.
a cover b shelter c find d exit

Reading

2 Match the people (a–h) with the sentences (1–8).

a Cordelia 1 .... is living in France now.
b Edgar 2 .... lies to his father about his brother.
c Edmund 3 .... comes to her sister's home.
d The Fool 4 .... wants her father to leave with her sister.
e Goneril 5 .... tries to make the king happier with jokes.
f Kent 6 .... finds somewhere for the king to stay in the storm.
g King Lear 7 .... says his name is Poor Tom.
h Regan 8 .... agrees to go into the hut with Poor Tom.

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King Lear: Acts 2-3 R2

3 Answer the questions.

1 Why does Edmund pretend to fight his brother, Edgar?
a to protect his father b to make Edgar look bad
2 What will happen to anyone who helps Edgar to hide?
a He/She will get a reward. b He/She will be arrested.
3 Who put Kent in the stocks?
a Goneril and Albany b Regan and Cornwall
4 Why won't Goneril apologise to King Lear?
a She doesn't think she's done anything wrong. b She wants to make King Lear angry.
5 Why does Cornwall want to go inside?
a He can see a storm coming. b He feels cold and tired.
6 What has the King of France sent to England?
a his wife b an army
7 Where has Gloucester put the letter he received?
a in his dining room b in his bedroom
8 Why does King Lear say that he is poor?
a Because his daughters have been cruel. b Because he is cold and hungry.
9 Who says that Poor Tom is a philosopher?
a Gloucester b King Lear

4 Read the quotations and answer the questions.

1 *He has no money, so he has fewer people to help him. But I'll be faithful to him; the Fool will always stay, and let the wise men run away.*
a Who is the Fool talking about? ....
b Why will the Fool stay with him? ....
2 *He's fighting with the wind and the rain. This terrible night would make a bear hide in a cave, but the king is running around outside without even a hat.*
a Why is King Lear outside in a storm? ....
b How does King Lear feel about his daughters? ....
3 *I'm not surprised Lear is mad. His daughters want him to die. Ah, that good man, Kent! He knew what would happen – the poor man!*
a Who are the two people that Gloucester is talking to? ....
b Who does Gloucester think he's talking to? ....

Writing

5 Imagine that you are Edgar. Write a diary entry about the night of the storm. Include what happened, how you felt about it and what might happen next.

WORKBOOK PAGES 42–51

77

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Encourage students to read the whole sentence before answering each question.

2 Give students enough time to read and answer all 12 questions.

3 Check answers as a class.

Answers

1 patience	2 go
3 hut	4 apologised
5 changed	6 out
7 room	8 gets
9 torch	10 port
11 back	12 shelter

Reading

2 Match the people (a–h) with the sentences (1–8).

1 Ask students to read the sentences before matching the people to them.

2 Check answers as a class.

Answers

1 a	2 c	3 e	4 h
5 d	6 f	7 b	8 g

3 Answer the questions.

1 Read through the questions and explain any unknown words.

2 Allow students enough time to complete the exercise before comparing answers with a partner.

3 Check answers as a class, eliciting any extra information students can remember about each situation.

Answers

1 b	2 b	3 b	4 a	5 a
6 b	7 b	8 a	9 b	

4 Read the quotations and answer the questions.

1 Read through the quotations to make sure students understand all the vocabulary. Clarify difficult words if necessary.

2 Give students time to go back and read the quotations in context in the text if necessary.

3 Allow students to work in pairs to complete the exercise before class feedback.

Answers

1 a King Lear
b He is loyal and wants to protect the King.
2 a His daughters will not allow him to bring his soldiers and servants with him if he stays with them.
b He is angry with his daughters.
3 a Edgar and Kent.
b Poor Tom and a peasant.

Writing

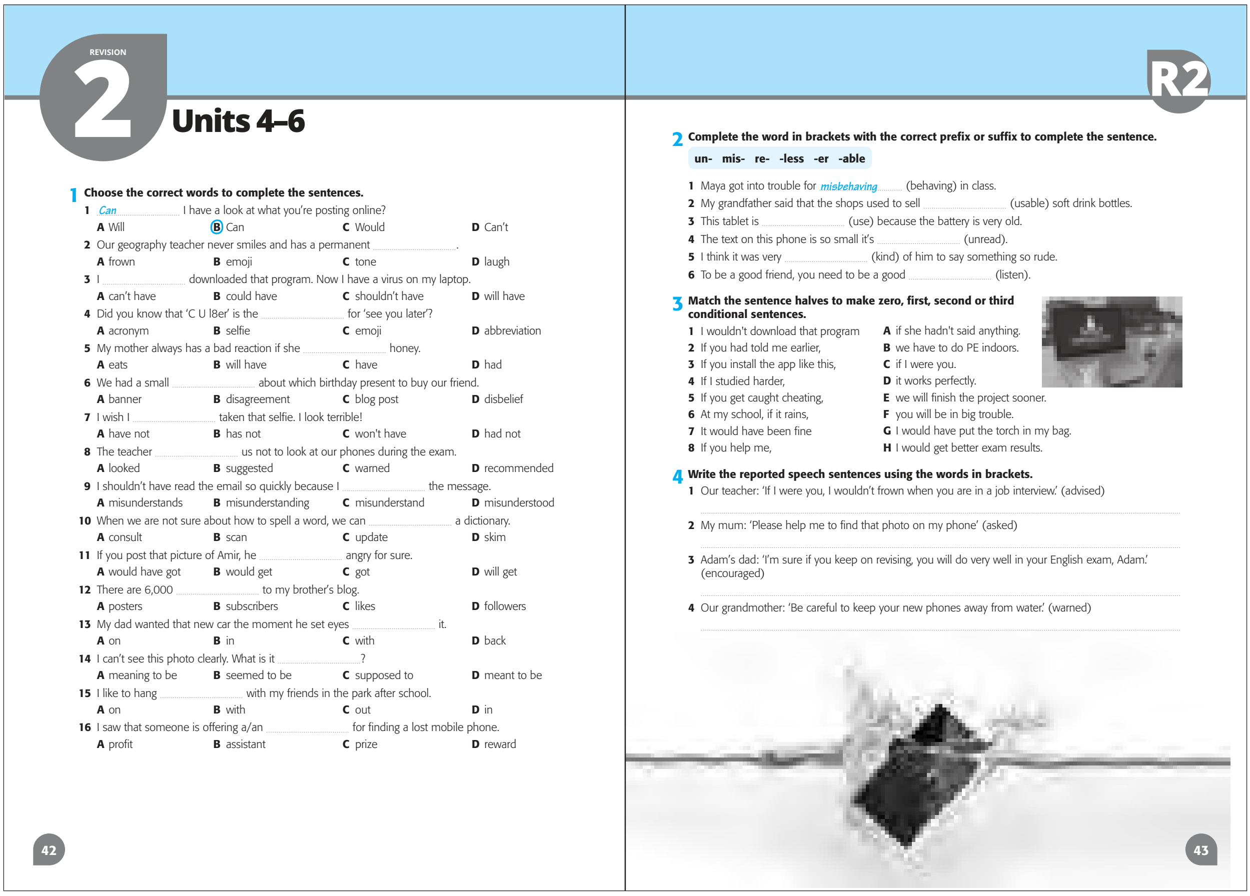
5 Imagine that you are Edgar. Write a diary entry about the night of the storm. Include what happened, how you felt about it and what might happen next.

1 Initiate a brief class discussion to elicit suggestions for what might be included before asking students to do the writing in class or at home.

2 Take in the students' work for feedback.

Students' own answers.

WB pages 42–45



REVISION 2

Units 4–6

1 Choose the correct words to complete the sentences.

1 *Can* .... I have a look at what you're posting online?
A Will B Can C Would D Can't

2 Our geography teacher never smiles and has a permanent ....
A frown B emoji C tone D laugh

3 I .... downloaded that program. Now I have a virus on my laptop.
A can't have B could have C shouldn't have D will have

4 Did you know that 'C U l8er' is the .... for 'see you later'?
A acronym B selfie C emoji D abbreviation

5 My mother always has a bad reaction if she .... honey.
A eats B will have C have D had

6 We had a small .... about which birthday present to buy our friend.
A banner B disagreement C blog post D disbelief

7 I wish I .... taken that selfie. I look terrible!
A have not B has not C won't have D had not

8 The teacher .... us not to look at our phones during the exam.
A looked B suggested C warned D recommended

9 I shouldn't have read the email so quickly because I .... the message.
A misunderstands B misunderstanding C misunderstand D misunderstood

10 When we are not sure about how to spell a word, we can .... a dictionary.
A consult B scan C update D skim

11 If you post that picture of Amir, he .... angry for sure.
A would have got B would get C got D will get

12 There are 6,000 .... to my brother's blog.
A posters B subscribers C likes D followers

13 My dad wanted that new car the moment he set eyes .... it.
A on B in C with D back

14 I can't see this photo clearly. What is it ....?
A meaning to be B seemed to be C supposed to D meant to be

15 I like to hang .... with my friends in the park after school.
A on B with C out D in

16 I saw that someone is offering a/an .... for finding a lost mobile phone.
A profit B assistant C prize D reward

42

R2

2 Complete the word in brackets with the correct prefix or suffix to complete the sentence.

un- mis- re- -less -er -able

1 Maya got into trouble for *misbehaving* .... (behaving) in class.
2 My grandfather said that the shops used to sell .... (usable) soft drink bottles.
3 This tablet is .... (use) because the battery is very old.
4 The text on this phone is so small it's .... (unread).
5 I think it was very .... (kind) of him to say something so rude.
6 To be a good friend, you need to be a good .... (listen).

3 Match the sentence halves to make zero, first, second or third conditional sentences.

1 I wouldn't download that program
2 If you had told me earlier,
3 If you install the app like this,
4 If I studied harder,
5 If you get caught cheating,
6 At my school, if it rains,
7 It would have been fine
8 If you help me,

A if she hadn't said anything.
B we have to do PE indoors.
C if I were you.
D it works perfectly.
E we will finish the project sooner.
F you will be in big trouble.
G I would have put the torch in my bag.
H I would get better exam results.

4 Write the reported speech sentences using the words in brackets.

1 Our teacher: 'If I were you, I wouldn't frown when you are in a job interview.' (advised)
....
2 My mum: 'Please help me to find that photo on my phone' (asked)
....
3 Adam's dad: 'I'm sure if you keep on revising, you will do very well in your English exam, Adam.' (encouraged)
....
4 Our grandmother: 'Be careful to keep your new phones away from water.' (warned)
....

43

Before you start

Remind students that the Workbook Revision units review the language covered in Units 4-6.

1 Choose the correct words to complete the sentences.

1 Go through question 1 with the class, looking at the example answer and eliciting why B is the correct answer (*can* is used to ask for permission).

2 Students work in pairs or individually to complete the exercise. Encourage them to think about why the other answers are incorrect.

3 Go through the answers with the class and remind students to look back at the appropriate pages of the Student's Book if they need to review any areas of language in more detail.

Answers

1B	2 A	3 C	4 D	5 A	6 B
7 D	8 C	9 D	10 A	11 D	
12 B	13 A	14 D	15 C	16 D	

2 Complete the word in brackets with the correct prefix or suffix to complete the sentence.

1 Go over the example sentence with the class, checking understanding. Recap how the prefix *-mis* changes the meaning of understanding.

2 Encourage students to read the whole sentence before completing the gaps.

3 Go over the answers with the class.

Answers

1 misbehaving	2 reusable
3 useless	4 unreadable
5 unkind	6 listener

3 Match the sentence halves to make zero, first, second or third conditional sentences.

1 Have students read all the sentence halves before completing the first sentence. Make sure students have the correct answer before they attempt the rest of the sentences.

2 Ask students to compare their answers with a partner before class feedback.

Answers

1 C	2 G	3 D	4 H
5 F	6 B	7 A	8 E

4 Write the reported speech sentences using the words in brackets.

1 Allow time for students to complete their answers before comparing what they wrote with a partner's answers.

2 Invite three or four different students to read their answers out to the class.

Answers

1 Our teacher advised us not to frown in a job interview.
2 My mum asked me to help her find that photo on her phone.
3 Adam's dad encouraged him to keep on revising for his English exam.
4 Our grandmother warned us to keep our new phones away from water.

5 Fill in the gaps with one word. Listen and check.

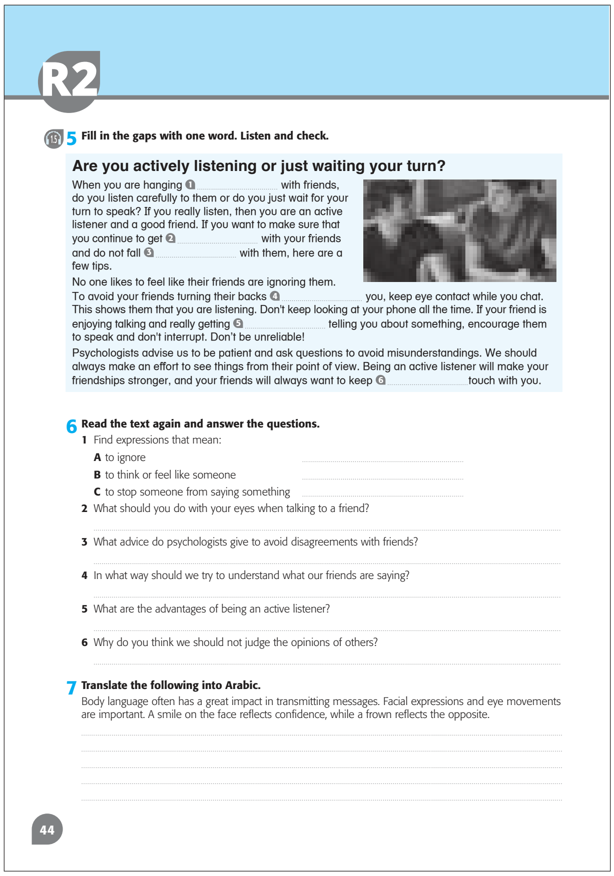
1 Draw attention to the photograph and the title of the text.
2 Encourage students to skim read the whole text to get a general idea of the topic and main ideas before completing the gaps.
3 In pairs, ask students to fill in the gaps before they listen to the recording.
4 Play the recording and check answers with the class.

Answers

1 out	2 together	3 out
4 on	5 into	6 in

Audioscript

When you are hanging out with friends, do you listen carefully to them or do you just wait for your turn to speak? If you really listen, then you are an active listener and a good friend. If you want to make sure that you continue to get together with your friends and do not fall out with them, here are a few tips.
No one likes to feel like their friends are ignoring them. To avoid your friends turning their backs on you, keep eye contact while you chat. This shows them that you are listening. Don't keep looking at your phone all the time. If your friend is enjoying talking and really getting into telling you about something, encourage them to speak and don't interrupt. Don't be unreliable!
Psychologists advise us to be patient and ask questions to avoid misunderstandings. We should always make an effort to see things from their point of view. Being an active listener will make your friendships stronger, and your friends will always want to keep in touch with you.


R2

1.5 **5 Fill in the gaps with one word. Listen and check.**

Are you actively listening or just waiting your turn?

When you are hanging ❶ .... with friends, do you listen carefully to them or do you just wait for your turn to speak? If you really listen, then you are an active listener and a good friend. If you want to make sure that you continue to get ❷ .... with your friends and do not fall ❸ .... with them, here are a few tips.

No one likes to feel like their friends are ignoring them. To avoid your friends turning their backs ❹ .... you, keep eye contact while you chat. This shows them that you are listening. Don't keep looking at your phone all the time. If your friend is enjoying talking and really getting ❺ .... telling you about something, encourage them to speak and don't interrupt. Don't be unreliable!

Psychologists advise us to be patient and ask questions to avoid misunderstandings. We should always make an effort to see things from their point of view. Being an active listener will make your friendships stronger, and your friends will always want to keep ❻ .... touch with you.

6 Read the text again and answer the questions.

1 Find expressions that mean:
A to ignore ....
B to think or feel like someone ....
C to stop someone from saying something ....
2 What should you do with your eyes when talking to a friend?
3 What advice do psychologists give to avoid disagreements with friends?
4 In what way should we try to understand what our friends are saying?
5 What are the advantages of being an active listener?
6 Why do you think we should not judge the opinions of others?

7 Translate the following into Arabic.

Body language often has a great impact in transmitting messages. Facial expressions and eye movements are important. A smile on the face reflects confidence, while a frown reflects the opposite.

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6 Read the text again and answer the questions.

1 Encourage students to read through all the questions before scanning the text again to find the answers.
2 Encourage students to compare answers with a partner before class feedback.

Answers

1 A turning their backs on you
B point of view C interrupt
2 You should maintain eye contact/look at your friend and never at your phone.
3 Be patient, never judge, and ask questions.
4 Try to look at it from their point of view.
5 You will have stronger relationships and you will be a happier person.
6 Students' own answers. (Suggestion: You can jump to conclusions without all the information which can cause misunderstandings.)

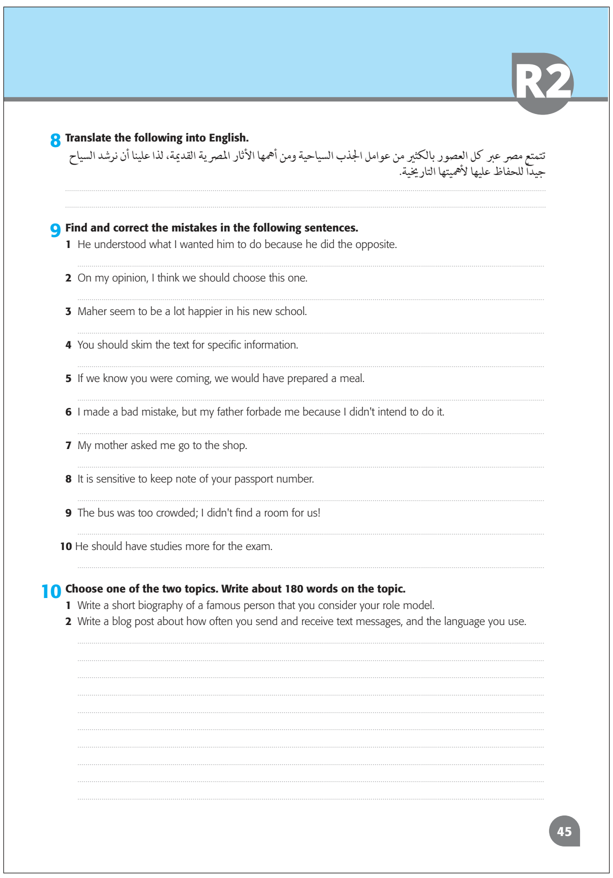
7 Translate the following into Arabic.

1 Read the sentences with the class and allow time for students to write their translations.

2 Invite three or four students to read their answers out to the class.

Answers

غالبًا ما يكون للغة الجسد تأثير كبير في توصيل الرسائل، تعابير الوجه وحركات العين مهمة، حيث تعكس الابتسامة علي الوجه الثقة، في حين أن التجهم يوضح العكس.


R2

8 **Translate the following into English.**
تتمتع مصر عبر كل العصور بالكثير من عوامل الجذب السياحية ومن أهمها الأثار المصرية القديمة، لذا علينا أن نرشد السياح جيدًا للحفاظ عليها لأهميتها التاريخية.

9 **Find and correct the mistakes in the following sentences.**
1 He understood what I wanted him to do because he did the opposite.
2 On my opinion, I think we should choose this one.
3 Maher seem to be a lot happier in his new school.
4 You should skim the text for specific information.
5 If we know you were coming, we would have prepared a meal.
6 I made a bad mistake, but my father forbade me because I didn't intend to do it.
7 My mother asked me go to the shop.
8 It is sensitive to keep note of your passport number.
9 The bus was too crowded; I didn't find a room for us!
10 He should have studies more for the exam.

10 **Choose one of the two topics. Write about 180 words on the topic.**
1 Write a short biography of a famous person that you consider your role model.
2 Write a blog post about how often you send and receive text messages, and the language you use.

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8 Translate the following into English.

1 Allow students time to write their answers. Invite three or four different students to read their answers to the class.

Answers

Throughout all ages, Egypt has (had) many tourist attractions, the most important of which are the ancient Egyptian monuments, so we must guide tourists well to preserve them due to their historical value.

9 Find and correct the mistakes in the following sentences.

1 Read the first sentence with the class and elicit the mistake (has should read have).

2 Ask students to continue the task. They can work individually or in pairs. Check answers as a class.

Answers

1 ~~understood~~ → misunderstood
2 ~~On~~ → in
3 ~~seem~~ → seems
4 ~~skim~~ → scan
5 ~~know~~ → had known
6 ~~forbade~~ → forgave
7 ~~me go to~~ → me to go to
8 ~~sensitive~~ → important
9 ~~a room~~ → room
10 ~~studies~~ → studied

10 Choose one of the two topics. Write about 180 words on the topic.

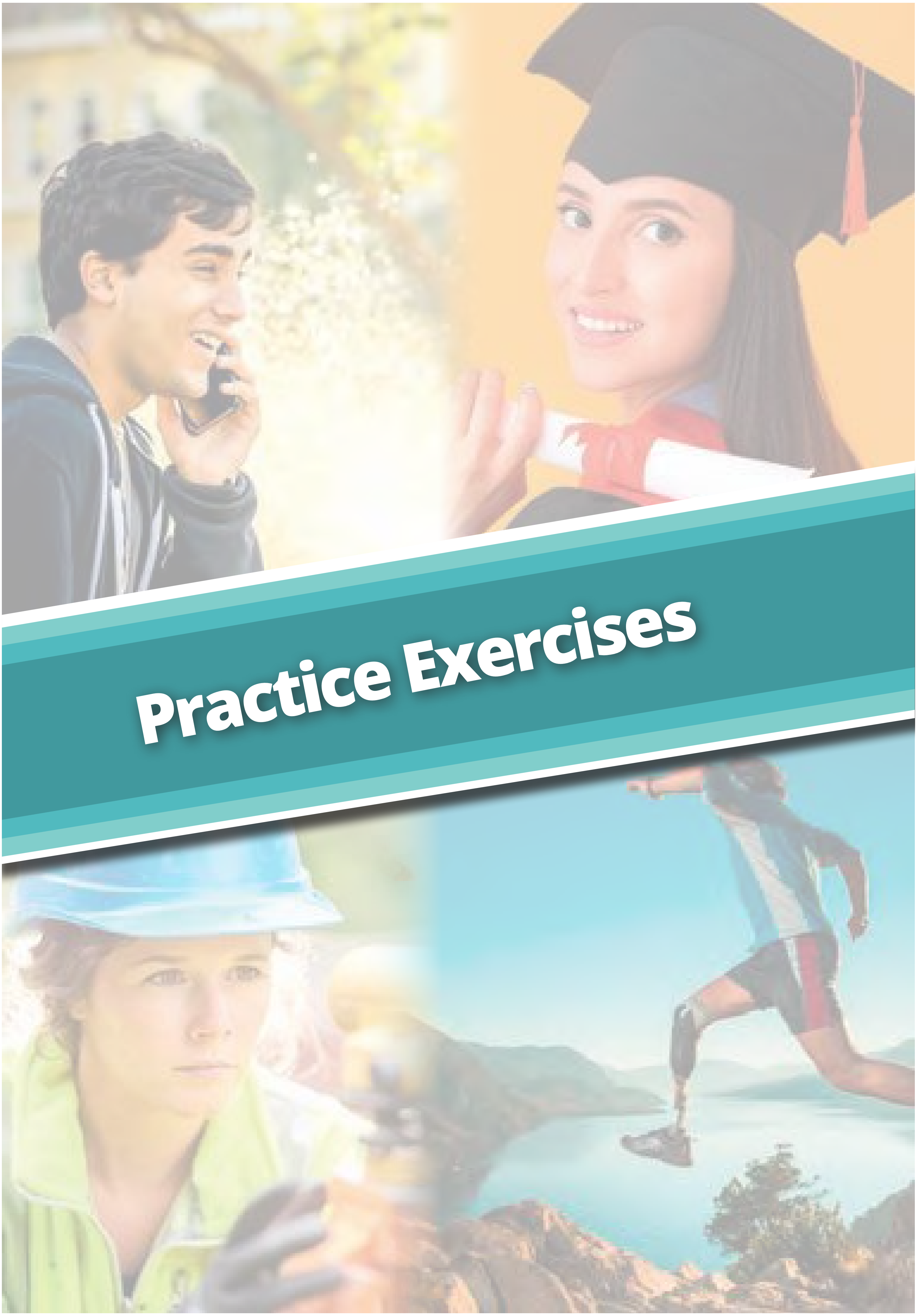
1 Remind students that they have to choose one of the topics. Go through both options, helping with understanding as necessary.

2 Give students time to plan their writing, reminding them to think about separating ideas into paragraphs and the appropriate style of language for a blog post.

3 As students are writing, go round offering help as needed. Tell students to show their work to a partner for peer feedback before collecting their work in to correct.

Students' own answers.

Practice Exercises



1 Practice Exercises

1 Choose the correct words to complete the sentences.

1 My mother has .... a delicious meal of chicken and rice.
A prepared **B** celebrated **C** done **D** cook

2 Do you prefer sweet food like chocolate or .... food such as fish and nuts?
A salt **B** salty **C** spicy **D** small

3 Where do you have to put your hands when you .... CPR?
A prepare **B** make **C** perform **D** act

4 You shouldn't smoke, it is very bad for your ....
A muscle **B** cell **C** surface **D** lungs

5 You aren't late. You .... hurry.
A had to **B** don't have to **C** didn't have to **D** have to

6 In next week's radio programme, we .... to a famous scientist.
A talk **B** will be talking **C** talking **D** have talked

7 There was food at my friend's party, so I .... eat before I went there.
A mustn't **B** didn't have to **C** had to **D** don't have to

8 Did you know that Indian food is one of the .... foods in the UK?
A most popular **B** poor **C** best popular **D** popular

9 COVID-19 can spread in crowded places, so we should be careful to avoid ....
A protection **B** injection **C** infection **D** perfection

10 This is the .... book I have ever read; I learned so much about athletes' hearts.
A least valuable **B** most valuable **C** much valuable **D** more valuable

11 All King Lear wanted was to keep the .... of King.
A inheritance **B** promotion **C** address **D** title

12 Travelling by plane is .... expensive than travelling by train.
A many more **B** much **C** much more **D** a lot

13 We must look for more .... solutions that involve producing a wider variety of food.
A unavailable **B** sustainable **C** traditional **D** insupportable

14 I think my brother .... this mobile phone most.
A going to like **B** is liked **C** will like **D** has liked

15 She felt .... for making her sister angry, so she apologised to her.
A guilty **B** fond **C** proud **D** capable

16 We can't go to the club this evening; we .... for Amr's birthday party.
A will be preparing **B** had to prepare **C** going to prepare **D** won't prepare

2 Choose the correct answers.

Last Saturday was an exciting ❶ **occasion/tradition** because we celebrated my grandfather's 80th birthday! All the family got ❷ **out/together** so there were 30 of us! My grandfather's daughters (my mother and aunts) cooked a special meal and I helped to ❸ **celebrate/serve** the food to everyone at the party. In my ❹ **conclusion/opinion** it was the ❺ **better/best** meal I've ever eaten! You must see the photos that I took on my phone! I ❻ **will/want** show them to you when we meet.

Practice Exercises 1

3 Translate the following into Arabic.

The immune system is made of the cells and organs in our bodies working together to protect us from infections and diseases. This system keeps us healthy because people with strong immune systems get ill less often.

يتكون جهاز المناعة من خلايا وأعضاء الموجودة في أجسامنا التي تعمل معًا لحمايتنا من العدوى والأمراض، يعمل هذا الجهاز على المحافظة علي صحتنا فالأشخاص ذوي جهاز مناعة قوي يمرضون بشكل أقل.

4 Translate the following into English.

الكل يخطئ، لكن لا يعرف معظمنا كيف يستفيد من أخطائه المختلفة. التعلم من الأخطاء مهارة علينا جميعًا اكتسابها، فمن لا يتعلم من أخطائه لا ينجح أبدًا.

Everyone makes mistakes, but most of us do not know how to take advantage of / benefit from our various mistakes. Learning from mistakes is a skill that we must all learn. The person who does not learn from mistakes never succeeds.

5 Read the text and answer the questions.

What do you have to give to a plant in your home? Most people would say food, water and light. However, an Englishman did an experiment and he found that you only have to give a plant sunlight for it to grow. In 1960, David Latimer put a plant inside a large glass bottle with a little soil. In 1972, he gave the plant some water, then he closed the bottle. He has not opened the bottle since that time, and years later, the plant is still growing inside the bottle. The plant, which is in David Latimer's house, needs light from a nearby window, but nothing else. He doesn't have to water it or give it food.

The plant produces oxygen, which also puts water into the air. This means that the plant can use the water to survive. The plant's food source is its old leaves, which the water in the bottle helps to recycle. The plant is now more than 50 years old and it will continue growing inside the bottle for many more years.

Scientists are interested in this experiment because they think we will be able to learn important lessons about using plants like this in space. The plants will be a sustainable food source, and they will also help to take pollution from the air of a spaceship.

1 What does David Latimer give to his plant every day?
A some water **B** food and water **C** old leaves **D** nothing (circled)

2 When did David Latimer last open the glass bottle?
A 1960 **B** 50 years ago **C** 1972 (circled) **D** last year

3 What does the plant need from outside the bottle?
A light (circled) **B** water **C** oxygen **D** leaves

4 In the future, this plant will ....
A not grow in space **B** be a sustainable food source (circled)
C stop growing **D** cause pollution

5 How was the plant able to live inside the glass bottle?
The plant produces oxygen, which also puts water into the air. This means that the plant can use the water to survive. The plant's food source is its old leaves, which the water in the bottle helps to recycle.

6 Why are scientists interested in this plant?
Because they think we will be able to learn important lessons about using plants like this in space.

7 How might plants like this help people in space?
Plants like this will be a sustainable food source, and they will also help to take pollution from the air of a spaceship.

8 Suggest two other things that can replace traditional food types.
Students' own answers.

6 Choose one of the two topics. Write about 180 words on the topic.

1 Write an essay to describe a dish that has a great deal of popularity in Egypt but is not Egyptian. Why do people eat it?

2 Write a short story about an emergency. What did the people have to do and why?
Students' own answers.

2 Practice Exercises

1 Choose the correct words to complete the sentences.

1 CPR is a famous ....
A abbreviation B acronym C word D punctuation

2 Ali .... what the teacher said and did the wrong homework last night.
A misunderstood B deceived C ruined D fell out with

3 They have just .... the timetable, so we know these train times are correct.
A deleted B got into C solved D updated

4 Mr Omar is a .... man. He always gives us the right advice.
A well-known B wise C wealthy D wild

5 I didn't know you were in my city yesterday, you .... me!
A could phone B should have phoned C should phone D would have phoned

6 The teacher told the students .... their books at page 150.
A to open B open C you open D opening

7 I .... send the report to the General Manager; he needed it urgently.
A mustn't B don't have to C had to D didn't have to

8 My brother would have been a doctor if he .... his exams.
A passed B would pass C had passed D pass

9 .... are used to express emotions in electronic messages.
A Abbreviations B Emojis C Keys D Symbols

10 I wish I .... that food yesterday; I got very sick from it.
A had eaten B didn't eat C hadn't eaten D won't eat

11 Don't .... files from the internet unless you are sure they are safe.
A upload B download C overload D load

12 I'm so sorry; if I .... free time, I'd have met you yesterday.
A had had B had been C would have D hadn't had

13 Samir is very busy. He has an enormous .... of papers on his desk.
A bell B bill C pile D ball

14 The airline .... postpone the flight to Rome yesterday because of the bad weather conditions.
A has to B had to C doesn't have to D didn't have to

15 He .... me to help him because he was in trouble.
A begged B made C apologised D insisted

16 They are happy; they .... be having a nice time.
A are meaning to B supposed to C seem to D won't

2 Choose the correct answers.

If it ❶ **can/was** not for technology, language ❷ **have/would** probably be very different today. New inventions ❸ **meant/seem** to get their names from old words, or from the innovator who made them. For example, if you ask for a *biro*, someone ❹ **would/will** give you a type of pen that gets its name from Laszlo Biro, who invented it. ❺ **Do/If** you want to clean the carpet, you might hoover it. And the verb *hoover* also comes from an innovator, William Hoover. So, if you must have your name on an important product, ❻ **became/become** an innovator!

Practice Exercises 2

3 Translate the following into Arabic.

All over the world, a lot of people are interested in using different means of communication. These means enable them to do various tasks as quickly as they can.

يهتم الكثير من الناس في جميع أنحاء العالم باستخدام وسائل اتصال مختلفة. هذه الوسائل تمكنهم من القيام بمهام مختلفة بأسرع ما يمكن.

4 Translate the following into English.

لقد تأثر سوق العمل والاقتصاد العالمي كثيراً في كل أنحاء العالم بجائحة كورونا، حيث تضررت العمالة اليومية وظهرت العديد من الوظائف التي تُؤدى من البيت وانتشر التسوق عبر الإنترنت.

The labor market and the global economy have been greatly affected all over the world by the Corona pandemic. The daily workforce has been affected, many jobs that can be done from home have appeared and internet shopping has spread.

5 Read the text and answer the questions.

Last year, my friend Hesham and I decided to visit an old friend called Adam. We had first met Adam at Cairo University, but we lost touch with him when he moved to Thessaloniki in the north of Greece. I had always wanted to see Athens and so Hesham agreed to spend a few days there before we went to meet our friend. We decided to use an old guidebook of the city that my cousin, Sami, had given to me. It was supposed to be the best guide to the city. It seemed to be very detailed and it had a lot of maps.

At the time, I didn't realise that it had been more than fifteen years since my cousin last visited Athens. If we had known that his book had been written in 2003, we wouldn't have used it! It told us to avoid a lot of *hazardous* places in the city, so we did. Adam later told us that those areas were fantastic. We should have realised that a lot of changes had been made to the city for the 2004 Olympic Games. Areas that had not been very interesting in 2003 became very interesting after they were improved. If we had known about them, we would have gone to see those areas for ourselves.

When we left Adam, he gave us an up-to-date and reliable new guide to Greece, which we used to visit some of the islands. You could also read it online and download maps and updates. It was fantastic! If I went travelling again, I would definitely use an up-to-date guide.

1 Why didn't Hesham and the writer keep in touch with Adam?
- **A** They fell out with him.
- **B** He went to a different school.
- **(C)** He lived in a different country.
- **D** He spoke a different language.

2 What did the writer first think of the guidebook his cousin gave him?
- **(A)** It seemed to be good.
- **B** He did not trust it.
- **C** It was very old.
- **D** It was new and reliable.

3 Why did the writer and Hesham not visit some parts of Athens?
- **A** Adam ordered them not to go there.
- **B** The Olympic Games were happening.
- **(C)** The guidebook did not recommend them.
- **D** They did not have time.

4 How did they get information to travel around the islands?
- **(A)** from an online guide
- **B** from a book
- **C** from a guide that Adam wrote
- **D** from a man who knew the islands

5 What had changed in Athens since 2003?

A lot of changes had been made to the city for the 2004 Olympic Games, and areas that had not been very interesting in 2003 became very interesting after they were improved.

6 What do you think the word 'hazardous' in the text means?

It means dangerous.

7 What do you think the writer learnt from his trip to Greece?

Suggested: He learnt that he should use an up-to-date guide.

8 What problems do you think online guides might have?

Students' own answers.

6 Choose one of the two topics. Write about 180 words on the topic.

1 Write a blog about your life so far. What are your wishes and regrets?

2 You receive an email from an uncle advising you how to use social media well. Report what your uncle told you to a friend.

Students' own answers.

3 Practice Exercises

1 Choose the correct words to complete the sentences.

1 Firefighters have to .... quickly when there is an emergency.
A sigh B divide C persuade D react

2 This cave is very dark. Does anyone have a ....?
A sword B post C torch D frown

3 If you are rude to someone, you should ....
A apologise B perform C shelter D deceive

4 In their game, some of the children .... to be animals.
A rewarded B did C pretended D looked

5 You .... sit on that wall. It is dangerous.
A mustn't B don't have to C must D had to

6 The students all feel .... now that the exams have finished.
A the happiest B happier C more happy D happiest

7 In the future, I think we .... electric cars.
A drive B be driving C will be driving D are driving

8 Ahmed feels ill and wishes he .... so many sweets.
A hasn't eaten B didn't eat C won't eat D hadn't eaten

9 The teacher asked students to cooperate together to .... a certain task.
A form B reform C perform D inform

10 The Athletic Heart Center .... have the best technology to check athletes' hearts.
A must B had to C doesn't have to D needn't

11 There will be almost 10 billion people in the world by 2050, so we will have to increase food .... by about 70 percent.
A reduction B protection C production D construction

12 Mohamed Abdelwahab .... to be very healthy before having a heart attack in 2006.
A meant B supposed C seemed D known

13 Messaging language isn't suitable in .... emails.
A informal B friendly C formal D forming

14 I was locked .... my house; I had left my keys at work.
A in B out of C out D into

15 We are going to .... today because my father was promoted!
A compete B complete C celebrate D construct

16 Shehab travelled by train, even though he .... by car. He thought it would be safer.
A had to travel B has to travel C could have travelled D couldn't have travelled

2 Fill in the gaps with the correct forms of the verbs.

My cousin Haytham lives in the far west of Egypt, and he visited our house for the first time last year. One day, we had a picnic near a canal and he told me he wanted to explore the area. I would have ❶ ...gone... (go) with him, but I was tired. When we saw him swimming in the canal, we ❷ ...told... (tell) him to get out quickly! If we had known that he ❸ ...wanted... (want) to swim, we would have stopped him. The next day, he ❹ ...got... (get) quite ill. I wish I ❺ ...had... (have) told him not to swim in the canal. However, he ❻ ...seemed... (seem) to understand that he had made a mistake. They do not have big canals in his part of Egypt, so Haytham didn't know that it is not safe to swim in them. Luckily, he is better now!

Practice Exercises 3

3 Translate the following into Arabic.

The world is experiencing a lot of epidemics, such as COVID-19. Maintaining personal hygiene in this case is a must, not a luxury anymore.

يشهد العالم الكثير من الأوبئة ، مثل كوفيد-١٩. في هذه الحالة يُعد الحفاظ على النظافة الشخصية أمرًا ضروريًا وليس رفاهية بعد الآن.

4 Translate the following into English.

يُعتبر التعليم في المنزل إحدى الطرق التي يمكن للطلاب من خلالها التعلم واكتساب المعرفة بمساعدة المعلمين عبر الإنترنت. لذلك توفر الدولة كل سبل الدعم لتمكّن الطلاب من المشاركة بفاعلية.

Homeschooling is one of the ways through which students can learn and gain knowledge with the help of online teachers. Therefore, the government provides all means of support to enable students to participate effectively.

5 Read the text and answer the questions.

When you learn English, you should remember that languages are always changing. New words and phrases will appear and sometimes old words start to have new meanings. If you want to be really effective at learning a language, it is important to know about these new words. A list is published online every year. For example, *unfriend* is a new verb that is used when you stop being friends with someone on social media. The phrase *fake news* was added to dictionaries in 2019 after many false stories started to appear on social media. The phrase *social distancing* was first used in 2020 during the health emergency, and it means keeping away from other people.

The German word *uber* has recently been used in informal English to mean 'very successful', adding to the many other foreign words used in English, such as *café* (from French) and the small motorbike called a *moped* (from Swedish).

You might wish that English followed the example of the Portuguese language to make spelling easier. Portugal and Brazil both speak the same language, but the Portuguese recently changed the spelling of many words to follow the same rules that they use in Brazil because they are much easier. At the moment, however, if you learn English in many parts of the world, you usually have to learn the British English spellings, which can be more difficult than American English spellings.

1 It is important to .... changes to the English language.
A be aware of (circled) **B** take control of **C** be tempted by **D** bring back

2 You can use the verb *unfriend* when you want to stop .... friends on social media.
A losing touch with **B** keeping in touch with (circled) **C** subscribing to **D** uploading

3 The German word *uber* is an example of ....
A an informal use of an old word
B a new informal word in English (circled)
C a foreign word used by successful people
D a very common word in English

4 They changed the spelling of Portuguese because they wanted it to be ....
A like English
B the same as the American spelling
C more traditional
D easier (circled)

5 Why were phrases such as *fake news* and *social distancing* added to dictionaries recently?
The phrase Fake news was added to dictionaries in 2019 after many false stories started to appear on social media. Social distancing was first used in 2020 during the health emergency.

6 What has not changed about the English language, according to the article?
People still have to learn the British English spellings, which can be more difficult than American English spellings.

7 Why do you think English uses words from other languages?
Students' own answers.

8 Do you think people should change the rules of a language to make it easier to learn? Why/Why not?
Students' own answers.

6 Choose one of the two topics. Write about 180 words on the topic.

1 Write an essay to persuade a friend of yours of how important it is to stay safe and healthy.

2 Write a summary of *King Lear* or any other play you like.

Students' own answers.

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